

# **Student Handbook**

***BACCALAUREATE PROGRAM  
in  
SOCIAL WORK***



**DEPARTMENT OF SOCIAL WORK  
PACIFIC LUTHERAN UNIVERSITY**  
*Tacoma, Washington 98447-0003*

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# INTRODUCTION

## A Welcome from the Department of Social Work

We are pleased that you are interested in pursuing a career in Social Work and that you have chosen to study at Pacific Lutheran University. Our program is dedicated to the principle that as professionals, we should strive to improve the quality of individual and community life through the enhancement of social justice and opportunity.

Graduates of the baccalaureate level program are prepared for generalist practice with individuals, families, groups, communities, and organizations. Our graduates are employed in social service agencies throughout the region. They also are employed and are providing leadership throughout the state as well as in other parts of the country and in international positions. Many of our graduates return to universities to complete the Master of Social Work degree, or a degree in a related field.

Our faculty bring years of experience as social workers, educators, consultants, and agency administrators. The faculty and staff are committed to maintaining a quality educational program, to meeting the needs of our students, and to providing leadership and service to the profession and community.

Pacific Lutheran University's B.A. in Social Work is accredited by the Council on Social Work Education. We look forward to having you as a student in our program. We hope you will find it a challenging and rewarding experience.

## Introduction to the Student Handbook

This handbook provides a concise summary of the Social Work program of study for the student who has declared or is considering a social work major. It provides information about the profession of social work, PLU's curriculum, the Council on Social Work Education's standards for social work education, prerequisites for the program, degree requirements, policies and procedures. It is intended to supplement, not replace, regular meetings with your academic advisor. This handbook is designed to answer the most frequently asked questions about the social work major.

Your handbook is intended for your personal use as well as for reference during registration/advising meetings. The staff and faculty are ready to assist you in achieving your personal and academic goals.

The primary objective of the Social Work major is to prepare students for beginning generalist practice. The program also provides a foundation for continued study in social work. This handbook will provide information about generalist practice and give you an idea of what types of employment opportunities may be available for you with this major.

## Program Overview

The 128 semester hours of required course work leading to a B.A. in Social Work degree from the Social Work Program at PLU are covered in four curriculum areas:

General Education: Students may complete either the General Education elements or the International Honors Core (separate application required). Social Work majors must ALSO complete the Arts and Sciences requirement. Please refer to the catalog and your advisor for details.

Social Work Major Requirements: There are 40 hours in Social Work required for the major (including SOCI 232). In addition, students must complete introductory courses in Sociology, Psychology, Cultural Anthropology, and Human Biology. Students also must complete the Sociology section of Statistics (STAT 233) with computer lab.

University Electives: Students select courses in consultation with their advisor.

College of Arts & Science: Transfer students should be certain they have met the entrance requirement for language and math, as well as planning to meet one of the three options of the College of Arts and Sciences requirement.

## **SOCIAL WORK AS A PROFESSION**

### **The Field of Social Work**

If you are interested in tackling some of today's major social challenges and enjoy working with people, social work may be the career for you. Social work focuses on the *person-in environment* and uniquely prepares graduates to work effectively with individuals, families, households, small groups, communities and organizations, locally and globally. Social work is a challenging and fulfilling profession that attracts those with a spark of idealism, a belief in social justice and a natural love of working with people.

The roots of the social work profession lie in historical efforts to meet the needs of people in poverty, neglected children, and exploited workers. Today, social work is a dynamic, growing profession, throughout the world, grounded in the social sciences as well as its own knowledge and research base. Social workers have the humanity to reach out to others, the vitality to unearth or develop needed resources, the intellect and compassion to perceive how critical issues affect human lives, and the imagination and initiative to develop responses as new needs arise.

Social workers are integrally involved in the community, knowing the people, the services and how things get done. Yet, at the same time, social workers are keenly aware of the need of those not in the mainstream, and are sensitive to the discrepancy between the reality they see and the dream of an ideal society. While working toward empowering people, whether intervening with individuals, families, small groups, or larger systems, social workers address issues of social justice, becoming aware of and taking action against oppression and discrimination, locally and globally. Social workers have a dual commitment to service and social change.

Like other helping professions, social workers are motivated by a desire to help others, to empower those with whom they work. The profession is often viewed as a calling. While there are many considerations which enter into career decisions, the decision to go into social work is often based upon the belief that doing so will contribute to the greater good of humankind.

Social workers practice in many arenas, including agencies that are public, private, for profit, non-profit, and faith based. Social work is the primary profession in the development, provision, and evaluation of social services. Professional social workers provide leadership in a variety of organizational settings and service delivery systems within a global context. The National Association of Social Work Code of Ethics states that social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice.

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (CSWE EPAS, 2015)

## **Generalist Social Work Practice**

Though students are often attracted to social work because they want to work one-on-one with people in a counseling relationship, counseling is only one of the many roles assumed by social workers. Even in settings where the primary focus is on working with individuals, the social work emphasis always includes the larger social context, looking at the interface between the person and his/her environment. One's work with individuals may therefore include intervening with the social and/or physical environment.

Generalist social workers, then, are change agents who use a variety of methods to intervene effectively with individuals, families, groups, organizations and communities. They are trained to use a wide variety of assessment and intervention techniques with the goal of identifying client strengths, empowering people, and enhancing the fit between people and their environments.

There is a broad knowledge base for generalist practice. The generalist model relies upon a strong liberal arts background, such as what is found at Pacific Lutheran University. This liberal arts base emphasizes intellectual breadth, the ability to communicate orally and in writing, awareness of diverse perspectives, critical and abstract thinking, and a commitment to lifelong learning. Generalist practice requires a foundation in professional values, ethics, knowledge, and skills. The foundation knowledge base of generalist practice consists of an understanding of human behavior in the social environment, social welfare policy, social research, and human diversity. The generalist practitioner is skilled in working with individuals, groups, households, larger organizations, and communities and assumes a wide range of professional roles practiced within an organizational structure. Knowledge and skills are integrated within a context of social work values and ethics and the professional use of self. The Council and Social Work Education (CSWE) develops standards for accreditation (see Appendix A) and monitors the program's application of those standards.

Social work values and ethical standards are emphasized throughout the curriculum. Social workers respect individual and cultural differences and acknowledge the unique contributions all people make to society. At the same time, social workers recognize that diversity is not necessarily valued by society as a whole, and as a result, various groups of people experience oppression and discrimination. The effects of oppression and discrimination on human development and interpersonal relationships can be devastating. Social workers, then, are compelled to work against oppression. The goal is empowerment of individuals, families, groups, communities, so that all have the opportunity to reach their fullest potential.

Another curriculum emphasis is the integration of research with practice. There is continuous feedback between research and practice, so that interventions are based on theories which have been tested and practice wisdom informs research questions. The goal of research is to contribute to knowledge which will enhance practice effectiveness. Social work practitioners are concerned about the effectiveness of their own interventions as well as the effectiveness of social programs.

This knowledge and values base provides the foundation for generalist social work practice. The focus is on enhancing the person-environment fit. That may involve working to change the environment by helping people to organize to change systems and policies. It may involve advocating for individuals, families, groups or communities. Generalist social work practice utilizes a problem solving process to empower client systems and advance social and economic justice. As a catalyst for empowerment and justice, generalist practice utilizes a model of engagement, assessment, planning, intervention, evaluation, termination, follow-up, and the evaluation of practice, which is grounded in a strengths-based perspective. Problems and opportunities are approached from a wide variety of perspectives and change is targeted within micro, mezzo, and macro systems. The focus is always on the interface between the person and the environment. A basic assumption of this approach is the belief that each person has inherent motivation toward growth and well-being. When the positive capacities or strengths of a person are supported, the person is more likely to act on those strengths.

Unmet human need creates a demand for social workers who can bring skills of generalist practice to work in public agencies, private non-profit organizations, profit-based agencies, and, globally, non-governmental agencies (NGOs). Social work services may be organized as the primary function of an organization like a child-protection agency, or social work may serve a supportive function through the social work department of a school or hospital. One unifying factor across methods and fields of practice is that all social work is designed to enrich the quality of life by enabling individuals, families, households, groups, and communities to achieve their greatest potential and their aspirations. Social work is a career for those who care deeply about the well-being of people.

## Careers in Social Work

Social work graduates are employed in a variety of settings under public and private auspices, including:

- hospitals
  - children and youth services
  - nursing homes/long-term care facilities
  - mental health agencies
  - residential treatment programs
  - schools
  - criminal justice agencies
  - child welfare agencies
  - family centers
  - substance abuse programs
  - family service agencies
  - homeless shelters
  - public health agencies
  - employee assistance programs
  - government
  - community based agencies
  - juvenile corrections
- and they work as:*
- counselors
  - case managers
  - community organizers
  - advocates
  - resource brokers
  - administrators
  - educators
  - mediators
  - researchers

## SOCIAL WORK EDUCATION AT PLU

### The Social Work Program at PLU

Within a curriculum that is firmly based in the liberal arts, the social work major is designed to prepare students for beginning generalist social work practice, or continued study in social work. The program provides an understanding of the roots and dimensions of current social issues as well as the basic skills and knowledge necessary to address those issues.

**Field Experience Opportunities:** One of the strongest components of the social work program is field experience. During your senior year you will complete a minimum of 460 hours of work in a social service agency. This provides you with the opportunity to integrate classroom learning with actual hands-on work with clients who benefit from the help you provide. Social work majors have access to a rich variety of social service agencies in Tacoma, Pierce County, and in some cases, beyond the county. Some students are able to complete a portion of their field experience hours abroad, learning about challenges and strengths of social service delivery in other countries. In the senior field experience, students work with experienced supervisors who help make placements a valuable learning experience. Before your senior year, you will have many opportunities to observe and become involved in a variety of social service agencies as well as interacting with professional social workers. This gives you early exposure to the field of social work.

**Reputation:** The social work major has existed at PLU since 1974. Social workers in the community respect and support PLU's program. A Field Advisory Council, made up of local service providers, helps to strengthen this relationship between the community and the social work program.

**Interaction with Faculty:** Because this is a small program, students get to know faculty well and often have the opportunity to work closely with faculty on special projects, research, conference presentations, community and campus activities. The relatively small class sizes allow for increased interaction with other students as well as faculty.

**Accreditation:** The baccalaureate social work program at PLU has been continuously accredited by the Council on Social Work Education, since 1975. Graduating from an accredited program offers several advantages to students, including:

- a curriculum which is approved and up-to-date
- advanced standing at many graduate schools of social work, allowing students to complete the Master of Social Work in less time
- a recognized baccalaureate degree which focuses on the liberal arts as well as training in specific skills

**Global Emphasis:** Recognizing that human needs and the applicability of the skills of social workers extend beyond the boundaries of this country, the curriculum incorporates a broad understanding of social policy, human behavior, and social work practice theories and skills. Students are encouraged to take a global perspective in framing individual, family, and community issues and solutions. Opportunities exist for study and/or field experience abroad.

## **Mission and Philosophy of the Social Work Program**

**Mission:** *“Educating caring, skillful generalists to be ethical agents for global and local change.”*

The Pacific Lutheran University Department of Social Work is dedicated to educating individuals for social work practice with individuals, families, households, groups, communities and organizations within a generalist framework that is based on a philosophy of social justice, egalitarianism, pluralism, and compassion for the oppressed.

The historical mission of the social work profession is dedicated to both personal development and social change; to the enhancement of individual, group, and community problem-solving capacities; and to the design and construction of a society committed to social justice and compassion for oppressed, vulnerable, and diverse populations. Professional education that prepares practitioners to pursue such a mission effectively must encourage not only intellectual rigor and professional ethics and standards, but also the qualities of courage, commitment, and compassion. It must prepare professionals for direct practice as well as providing them with knowledge and experience as they relate to group, community, and organizational structures.

Contemporary social work education and practice are grounded in the profession's social purpose, which calls for a dual, simultaneous focus on the strengths of individuals, families, groups, organizations and communities as forces for growth and social change and on those organizational structures and social systems that provide the context for human growth, interaction, and change. Social work's person-in-environment approach reflects its emphasis on the ecological perspective, which provides an adaptive and evolutionary view of human beings in constant interchange with all aspects of their social environments.

The Social Work education at Pacific Lutheran University draws on the liberal arts. We recognize that social issues and social problems are always complex, interconnected, and interrelated. Therefore, social work education is strengthened and enriched by a cross-cultural and interdisciplinary perspective on social problems, social issues, and social inventions. It encourages a commitment to informed social action to remove structurally-based inequities and the use of a multi-method approach to social work practice in order to meet a wide range of

individual, family, group, organizational, and community needs. The social work curriculum is organized to provide students with opportunities to develop awareness, apply methods and theories, and demonstrate competence.

The Tacoma/Pierce County area provides a rich, culturally diverse environment for study and practice. Recognizing that we live in a community that has been enriched by successive waves of immigrants and acknowledging that social work must be practiced in a global context, the social work program seeks to provide content and experiences that enhance students' ability to practice in the 21<sup>st</sup> century. This includes activities in the classroom, in the community, and even across the globe.

## **Social Work Education**

*“Social work education at the baccalaureate, master’s and doctoral levels shapes the profession’s future through education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.”*  
(CSWE EPAS, 2015)

The B.A. in Social Work at Pacific Lutheran University is designed to prepare individuals for entry-level generalist social work practice, and to provide a foundation for continued study in social work. The social work curriculum is based on an integrated, developmental approach to learning and reflects a national consensus on social work education.

Social work education builds upon a perspective grounded in the liberal arts. In addition, social work has a unique mission and a set of core values which guide the acquisition of knowledge and skills for ethical professional practice in a world characterized by human diversity. The discovery of knowledge is the primary mission of the traditional academic disciplines, but the primary mission of social work education is preparation for service. Social work students have an obligation to familiarize themselves with the values and ethics of the social work profession. A summary of the NASW Code of Ethics is included in Appendix B.

Social work integrates scholarship and pedagogy with experiential learning in the classroom and the field practicum for a holistic socialization of the student to the values, knowledge, and skills of ethical professional practice. The Program utilizes a variety of teaching and learning activities to prepare students for practice, including readings, lecture, discussion, case studies, role-playing and research projects.

## **Goals and Objectives of the Social Work Program**

The Department of Social Work offers a four-year baccalaureate degree. Admission to the program is selective, and the overarching goal of the program is preparation for generalist social work practice with individuals, families, households, groups and communities.

The baccalaureate program is accredited by the Council on Social Work Education. The Department of Social Work updates its curriculum on a continuous basis to reflect new knowledge and emerging national standards in the profession. The CSWE provides a compilation of foundation program competencies to guide the curriculum. Graduates must demonstrate their ability to:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities



- Evaluate practice with individuals, families groups, organizations, and communities

(CSWE EPAS, 2015)

Each competency is demonstrated through the application of knowledge, values, skills, and affective and cognitive processes. Each competency is measured or “benchmarked” at least twice during the student’s program of study. To continue in the program, students maintain an average score of 80% or better in each competency. Each course syllabus identifies the competencies and dimensions of those competencies relevant to the course and specifies which will be recorded as benchmarks. A chart showing each competency and the course(s) in which students become aware, apply and/or demonstrate dimensions of the competency is contained in Appendix E.

## **The Social Work Curriculum**

The curriculum provides a professional social work foundation that is transferable to different settings, populations, and problem areas. Specific curriculum content areas:

- **Human Behavior in the Social Environment (HBSE)** – empirically based theories and knowledge focusing on interactions among and between individuals, groups, societies, and economic systems, here and abroad; theories and knowledge of biological, sociological, psychological, cultural and spiritual development across the lifespan; the range of social systems in which people live (individual, family, group, organization, community) and the ways such systems promote or deter health and well-being.
- **Social Welfare Policy and Services**—Knowledge of the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being, knowledge and skills to understand major policies that form the foundation of social welfare; skills to analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analysis and application of results of policy research relevant to social service delivery; understanding and application of policy practice skills to influence, formulate, and advocate for policy consistent with social work services; identification of financial, organizational, administrative, and planning processes required for social service delivery.
- **Diversity** – understanding, affirmation, and respect for people from diverse backgrounds; emphasis on interlocking and complex nature of cultural and personal identity; recognition of diversity within and between groups that influence assessment, planning, intervention, and research; learning how to define design, and implement strategies for effective, culturally relevant practice.
- **Social Work Practice** – the integration of theories, values, skills, knowledge to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely; approaches to and skills for practice with clients from differing backgrounds and with systems of all sizes; focus on strengths, capacities, and resources of client systems in relation to broader environments; skills to engage clients in working relationship; identify issues, problems, needs, resources, and assets; collect and assess information; plan for service delivery; use of communication skills, supervision and consultation; identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge; evaluating program outcomes and practice effectiveness; developing, analyzing advocating, and providing leadership for policies and services; promoting social and economic justice.
- **Research** – demonstration of critical thinking as well as applying research knowledge to practice; an understanding and appreciation of a scientific, analytic and ethical approach to

building knowledge for practice and to evaluating service delivery in all areas of practice; quantitative and qualitative content; ability to develop, use and communicate empirically based knowledge; use of research knowledge to provide high quality services, initiate change, improve practice, policy and service delivery and to evaluate practice.

- Field Education – supervised social work practice which provides opportunities to apply classroom learning in a field setting; reinforces identification with the purposes, values, and ethics of the profession; fosters integration of empirical and practice-based knowledge; promotes development of professional competence; systematically designed, supervised, coordinated and evaluated.
- Ethics and Values – knowledge about social work values and their ethical implications; principles of ethical decision making; developing an awareness of one’s own personal values analyzing ethical dilemmas and the ways these affect practice, services, and clients; developing, demonstrating, and promoting the values of the profession.
- Populations at Risk and Social and Economic Justice – learning about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression; integration of content on populations at risk; examining the factors that contribute to being at risk; identification of how group membership influences access to resources and strategies to redress risk factors; understanding of distributive justice, civil and human rights, and the global interconnections of oppression; learning strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice.

Consistent through all of the courses in the social work curriculum, students build skill and familiarity with two critical aspects of social work education: ethics and diversity. Connecting and assessing these experiences are two special projects.

- The Ethics Symposium  
Ethical behavior is critical to social work practice. During the junior year, social work students take an ethics pretest as part of their Social Work Practice I course. They also prepare ethical vignettes which they present to teams of senior students at the conclusion of the symposium for their critical reflection and identification of ethical violations, red-flags and preventive strategies. During the senior year, social work students and faculty devote a week and a half or seven to ten clock hours in all senior social work classes studying ethics and responding to cases involving ethical dilemmas. They take a pre-test at the beginning of the week, and a post test at the end of the week.
- The Diversity Portfolio  
The Diversity Portfolio is a joint responsibility of students and faculty. Assignments about diversity have been identified by the faculty and are uploaded by students to an electronic portfolio site. In addition to the assignments identified by faculty that are required in some social work classes, students may add materials from the General Education, prerequisite, or other courses. Complementing the assignments, students participate in four diversity experiences, one in each semester. Faculty members in SOCW 250, 360, 485, and 465 monitor student completion of experiences in specific areas and their reflection papers about the experiences are added to the Diversity Portfolio. The Diversity Portfolio culminates in a reflective essay about diversity; power, privilege and oppression; the student’s assessment of his or her learning; and the significance of diversity to social work practice. This is completed and assessed in the Social Work Capstone.

## Course Descriptions

**SOCW 101. *Introduction to Social Work and Social Welfare* (4 hours).** An introduction to human need and the field of social work. Provides an overview of services, models of service delivery, and professional social work values. Students visit agency settings and meet with social work practitioners. A volunteer experience in the field is a required component of this seminar-style course. (4)

**SOCW 175. *January on the Hill*. (4 hours).** An intense experience of service and community work on Tacoma's Hilltop District and/or Tacoma's east side where students learn first hand about poverty and participate in community projects.

**SOCW 245. *Human Behavior and the Social Environment* (4 hours).** Students examine developmental theory through the lens of an ecological systems perspective and a bio-psycho-social-spiritual framework, emphasizing power, privilege, and cultural differences (particularly race/ethnicity, gender, and sexual orientation) as applied to individuals, families, groups, institutions, organizations, and communities locally and globally. Volunteer experience is required. Prerequisites: None.

**SOCW 250. *Social Policy I: History of Social Welfare*. (4 hours).** Exploration of power, privilege and oppression emphasizing political process and global social change in the development of the American welfare state and the profession of social work. Students reflect critically upon personal and social values, social welfare systems and their performance, the impact of political ideology and compromise on vulnerable populations, and the function of professional social work.

**SOCW 291. *Directed Study* (1 to 4 hours).** To provide individual undergraduate students with introductory study not available in the regular curriculum. The title will be listed on the student term-based record as DS: followed by the specific title designated by the student.  
SOCW 320.

**SOCW 320. *Child Welfare, A Global Perspective* (4 hours).** An examination of child welfare, including child abuse and neglect; child welfare services, including CPS, permanency planning, foster care, adoption; and the current status of child well-being around the world, exploring the impact on children of such issues as poverty, war, nutrition, HIV/AIDS, access to education, access to health care, care for orphans, street children.

**SOCW 325. *Social, Educational, and Health Services in Tobago* (4 hours).** Explore strengths and needs of Tobago and effects of history and colonialism on the development of community problems. Through service learning, interaction with agency staff and community members, readings and reflections, develop an understanding of the meaning of service in another culture and deepen one's own ethic of meaningful service.

**SOCW 329. *Compassionate Practice: Spirituality and Contemplation in the Helping Professions* (4 hours).** An introduction to spirituality and contemplation designed for students who anticipate their career in the helping professions including but not limited to, social work, psychology, nursing, sociology, and education. Students will have an opportunity to explore and develop their own spiritualities and also learn to incorporate spirituality and contemplation in their professional client assessment, and personal, professional development.

**SOCW 345. *Gerontology* (4 hours).** Explore the reality of growing older in America and around the world. Learn about adult development, needs and services for older adults, and advocacy with them. Consider providers of services to elderly adults. Ponder how society cares for older people. Calculate the fate of Social Security as baby boomers age. Explore Gerontology as a field of social work practice. Service Learning is a vital component.

**SOCW 350. *Social Policy II: Policy Analysis*. (4 hours).** Students develop legislative policy practice and advocacy skills, and examine the impact of policy implementation, administration, and governmental structure on

services to vulnerable populations. Critical thinking is used to analyze contemporary global and local policy in income assistance, health/mental health, child welfare, homelessness, and services to seniors. Prerequisites: 250.

**SOCW 360. *Social Work Practice I: Interviewing and Interpersonal Helping.* (4 hours).** Students learn the conceptual framework of generalist practice and apply the ecological systems perspective to practice. This course introduces engagement, assessment, intervention, and evaluation in the context of social work both locally and globally. Students are able to learn intentional interviewing skills and apply those skills within various models of practice and across cultures. Must register concurrently for lab. Prerequisites: 245.

**SOCW 375. *Social Services in the Community*** Completion of a minimum of 50 hours of work in a community setting. Through written work, students reflect on their experiences, their personal growth, and the mission of the agency. May be repeated for credit up to 2 semester hours. Prerequisites: 101 or 245. (1)

**SOCW 387. *Special Topics in Social Work* (2 – 4 hours).** Selected topics as announced by the department. Topics relevant to current trends and issues in the field of social work.

**SOCW 460. *Social Work Practice II: Families and Groups.* (4 hours).** Grounded in the framework of generalist social work practice, the second social work practice course examines theoretical models and practice skills for assessment and intervention with families and groups. Emphasizes the importance of culturally sensitive practice. Introduces students to group dynamics and group development. Prerequisites: 250, 360, 245, 350.

**SOCW 465. *Social Work Practice III: Macropractice.* (4 hours).** Using the generalist social work practice framework, students develop engagement, assessment, intervention and evaluation skills for local and global practice with organizations, and communities. As professional social workers, students map community assets, examine community development, and advocate for diverse and marginalized groups. Students recognize social service organizations as a changing context for professional practice and research. Prerequisites: 250, 360, 245, 350.

**SOCW 475. *Field Experience I.* (3 hours).** Students are placed in social service agencies where, under supervision, they demonstrate the generalist skills of engagement, assessment, intervention, and evaluation of practice. They apply ethical principles in interactions with clients and staff, demonstrate critical thinking, engage and embrace diversity, demonstrate and apply knowledge of human behavior and the social environment. Prerequisites: 245, 350, and 360; to be taken concurrently with 460 and 485; requires consent of instructor.

**SOCW 476. *Field Experience II.* (3 hours).** Students practice and refine the generalist skills of engagement, assessment, intervention, and evaluation. Through their deepening identification with the social work profession, they analyze how their agency responds to changing contexts and reflect on ways to engage in policy and advocacy practice. Must be taken concurrently with 465 and 486.

**SOCW 485. *Field Experience Seminar I* (1 hour).** Students integrate the theories and skills from their coursework with experiences in their field settings, applying theories of human behavior and the social environment. They write and analyze a case and practice self-reflection by developing a plan to evaluate their own practice. Must be taken concurrently with 475.

**SOCW 486. *Field Experience Seminar II* (1 hour).** Students continue to grow in their professional identification and behavior. They make a formal case presentation to professional social workers, demonstrating their application of knowledge, values, and skills and their competence in engagement, assessment and intervention. They evaluate their own practice. Must be taken concurrently with 476.

**SOCW 491. *Independent Study.* (1-8 hours).** Prerequisite: Consent of instructor.

**SOCW 495. *Internship (1 to 12 hours)***. To permit undergraduate students to relate theory and practice in a work situation. The title will be listed on the student term-based record as Intern: followed by the specific title designated by the instructor in consultation with the student.

**SOCW 498. *Capstone Proposal (1 hour)***. Students select a topic for their capstone, complete a preliminary literature review, and develop an outline for their final capstone, to be completed in SOCW 499. Prerequisites: SOCW 245, 350, and 360.

**SOCW 499. *Senior Seminar (4 hours)***. This integrative seminar requires students to explore fields of generalist practice across all of the competencies of the social work profession, including reciprocal relationships between research and practice, the policies that impact practice, global perspectives, ethical issues, role of diversity, evidence-based interventions and ways to evaluate their practice. This culminates in a paper and public presentation. Prerequisites: 245, 350, 360, 460, 475, 498 and SOCI 232..

**SOCI 232. *Research Methods (4 hours)***. An overview of the methods to explore, describe and analyze the social world. General issues in the design and implementation of research projects, as well as specific issues that arise in conducting interviews and field observations, constructing and administering surveys, analyzing existing data and planning program evaluations. Required for junior Sociology and Social Work majors. Prerequisite: SOCI 101, junior status, or consent of instructor.

## Course Sequencing

Most students complete the prerequisites for the social work program their first two years. They then take major courses during their junior and senior years. A typical sequence of courses is as follows:

	<b>FALL</b>	<b>SPRING</b>
<b><u>1st year</u></b>	Psychology 101	Sociology 101
<b><u>2nd year</u></b>	Biology 111	Anthropology 102
<b><u>3rd year</u></b>	HBSE (245) Social Policy I (250) Research Methods (SOC 232) ←————→ (One (4 cr.) Sociology or Social Work elective)	Social Work Practice I (360) Social Policy II(385) Statistics 233 (SOC)
<b><u>4th year</u></b>	Social Work Practice II (460) Field Experience (475) Field Seminar (485)	Social Work Practice III (465) Field Experience (476) Field Seminar (486) Senior Seminar (499)

For transfer students wishing to complete the program in two years (assuming that most liberal arts prerequisites have been met), this is a typical course plan:

	<b>FALL</b>	<b>SPRING</b>
<b><u>3rd year</u></b>	Social Policy I (250) HBSE (245) Research Methods (SOC 232) ←————→	Social Work Practice I (360) Social Policy II (385) Statistics 233 (SOC)
<b><u>4th year</u></b>	Social Work Practice II (460) Field Experience (475) Field Seminar (485)	Social Work Practice III (465) Field Experience (476) Field Seminar (486) Senior Seminar (499)

\*You may take the sociology or social work elective in any semester where your schedule permits.

## Admissions Procedures

**Admission to the Department of Social Work:** Students seeking the Bachelor of Arts degree in Social Work must first apply and be accepted into the program. The social work program welcomes diversity and invites interest and applications from persons who seek to participate in a profession committed to helping people, now and in the future.

Due to accreditation standards which set a specific faculty-student ratio and due to the need for appropriate course sequencing, students will be admitted to the Department of Social Work based on their intended graduation date to ensure cohort size does not exceed 25. The priority date for applications is April 15, though applications will be accepted until available positions are filled. Enrollment is competitive.

Admission is determined by faculty evaluation of student applications on the basis of the following criteria:

- 1) **TRANSCRIPT.** The applicant must provide a transcript that documents the completion of at least 40 semester hours of prescribed course work with a minimum GPA of 2.75. In addition, the student must show successful completion of the following prerequisites:
  - a) Writing 101
  - b) Psychology 101
  - c) Sociology 101
  - d) Biology 111
  - e) Anthropology 102
  - f) PLU basic math requirement (equivalent of H.S. algebra).

*(Note: grades below C- do not transfer)*
- 2) **PERSONAL STATEMENT.** The applicant must demonstrate a potential for success in social work education and practice by submitting a three-page typewritten essay which addresses her or his (a) interest in social work as a career, (b) life experiences shaping an interest in social work, (c) professional social work goals, and (d) an evaluation of personal strengths and limitations. (See details below).
- 3) **WORK AND VOLUNTEER HISTORY.** The applicant must demonstrate a potential for success in social work education and practice by reporting her or his history of work as an employee and volunteer.
- 4) **RECOMMENDATIONS.** The applicant must submit two letters of recommendation that evaluate and document the applicant's potential for success in social work education and practice.
- 5) **WASHINGTON STATE PATROL CRIMINAL BACKGROUND CHECK.** The applicant must demonstrate a potential for success in social work licensure and practice by completing the Washington State Patrol Criminal History clearance. Applicants with a criminal record will be urged to explore their prospects for registering as a counselor or later being certified as a social worker with the State of Washington. There is a \$12.00 fee for the background check.
- 6) **ETHICAL BEHAVIOR.** The applicant must agree in writing to abide by the National Association of Social Workers' Code of Ethics (a summary of which is appended to this Handbook) with the understanding that he/she may be terminated from the social work program if, in the judgment of the faculty, a violation of the code occurs.

- 7) **PERSONAL INTERVIEW.** The faculty may request an interview with the applicant to confirm the applicant's potential for success in social work education and practice.

Any falsification in the application for admission is grounds for dismissal from the program. Applicants who are not admitted to candidacy for the degree may reapply without prejudice.

Application materials are available directly from the Social Work Office in Xavier Hall, or by calling 535-7595.

**Personal Statement:** Application to Social Work at PLU requires a personal statement which should be typed, double-spaced, and approximately four pages in length.

The statement should discuss your reasons for choosing social work as a career. Please include personal experiences which led to your interest in social work. Relevant work and volunteer may be summarized. Please discuss any special interest in working with a particular population group. Address how your personal values fit with social work values.

The personal statement should reflect serious thought. It will be evaluated carefully and seriously, and is an important part of the application. Remember to include:

- 1) Your reasons for pursuing a career in social work,
- 2) Your experiences relevant to social work,
- 3) Special interests in social work/Career goals,
- 4) Evaluation of personal strengths and limitations as they relate to your future career plans.

\* \* \* \* \*

## **Advising**

Each social work student is assigned to a faculty advisor. This advisor is a resource person for you and can be consulted about issues relating to your major or your career options. Your academic advisor will help you monitor your progress toward the fulfillment of University and Social Work graduation requirements. All new students, in particular, are strongly encouraged to see your advisor when experiencing difficulty adjusting to the University or when confused about rules and procedures.

## **Social Work Minor**

There is an 18-credit minor designed for multiple purposes, including:

- a) complementing other majors in which knowledge of human behavior and social systems is important.
- b) introducing students to the field, who may have developed an interest in social work too late in their college career to complete the major.



## Student Organizations

There are two organizations which encourage student participation, the Social Work organization (SWO) and the Delta Rho Chapter of Phi Alpha Honor Society. In addition, students may serve as representatives to the Social Work Advisory Committee (SWAC) or on the student panel which works with the Washington State Chapter of the National Association of Social Workers (NASW).

**Social Work Organization:** All students are encouraged to participate in SWO activities, which include service projects, social events, and a variety of activities around current social and political issues.

**Phi Alpha Honor Society:** Students are invited to apply for membership in Phi Alpha Honor Society. To be eligible for membership students must have (a) completed 8 semester hours of Social Work classes, (b) earned an overall GPA of 3.0, and a 3.25 GPA in required Social Work classes.

The two student organizations work together on service projects and on the mentoring program, in which an incoming junior is paired with a senior. Officers for both organizations are elected during spring semester.

## SOCIAL WORK PROGRAM POLICIES

### Social Work Course Requirements

You are subject to the University requirements that are in effect when you enter the University, but you must follow the Social Work program requirements in effect when you are admitted to the program. The following procedures and policies should guide your program planning and course sequencing:

- Students are required to complete 40 hours in the Social Work Major (including SOCI 232, Research Methods).
- The following courses are open only to majors: SOCW 460, 465, 475, 476, 485, 486, 498, and 499.
- Students may not challenge (credit by examination) courses within the major.
- Students must complete the social work and liberal arts foundation courses before beginning SOCW 460, 465, 475, 476, 485, 486, 498, and 499.
- Students must take Field Experience courses (475, 476) concurrent with or following the advanced practice classes (460, 465).
- Life experience may not be used for Field Experience. Likewise, Field Experience credit may not be transferred from a non-accredited institution.
- Admittance to the Social Work major - Students complete the application procedures previously described. Upon admission to the program the Chair and student will declare the major through the university's online system.
- Students must take the sociology section of STAT 233, unless they have completed STAT 233 prior to acceptance into the Social Work Program. Students with a major or minor in Psychology may use the Psychology section of STAT 232 to complete the statistics requirements but must still complete SOCI 232, Research Methods. Students wishing to transfer statistics from another institution must have that course approved by the PLU statistics instructor.
- Social work courses from other accredited institutions will be reviewed and may be accepted on a course-by-course basis toward the major at PLU. Courses from non-accredited institutions may also be reviewed, but cannot be accepted to meet any practice or field requirements (360, 460, 465, 475, 476, 485, 486, 498, 499).

- Continuation Policy: To remain in the program, a student must: 1) maintain a 2.75 grade point average in social work courses and a 2.50 overall grade point average, and 2) demonstrate behavior which is consistent with the NASW Code of Ethics and University Code of Conduct. (Details provided below).
- Admission to Field Experience: To be admitted to the Field Experience sequence, a student must:
  - have completed prerequisite courses
  - have demonstrated the ability to successfully meet academic requirements (based upon GPA)
  - have demonstrated the capacity to deal with potential stresses in field situations
  - have demonstrated ethical conduct
  - have completed a video-taped interview from SOCW 360 demonstrating interviewing competence.

### **Study Away Policy**

The social work program encourages students to incorporate study away as part of their PLU experience. When students intend to use study away courses in place of social work program required courses with the SOCW prefix, these conditions must be met:

- The course must be part of a larger program of study accredited by the Council on Social Work Education.
- ***Prior*** arrangement must be made in consultation with the Chair of the Department of Social Work and the PLU Registrar's office.

When a study away experience is intended to replace SOCW 475 or 485, these conditions must be met:

- Only half (up to 230 hours) of the Field Experience can be completed through study away.
- The Social Work Field Coordinator must approve the credentials of the field supervisor at the study away site.
- The student must be in good academic standing in social work (2.5 GPA overall with a 2.75 GPA in SOCW courses).
- A minimum of 180 hours of supervised social work experience is required.
- The student must develop, present and seek approval for a plan for preparation for this study away that includes a method of becoming culturally competent for social work practice in another culture.
- A field visit by a PLU social work program faculty member is required.
- The student must have earned a "B" or better in Practice I (SOCW 360)
- The field placement cannot be done Fall of junior year or Spring of senior year without at least one extra semester or beginning the SW sequence as a sophomore.

## **Grading Policy**

### **A**

*Student consistently demonstrates, both in oral and written work, excellence and originality in content, arrangement, style, format and mechanics. The bottom line: the student is informed as s/he critically and appropriately seeks to master the discipline of Sociology and/or Social Work, its concepts, theories, and perspectives.*

The student will not only demonstrate increasing and sustained sociological and social work competence, but will also excel in the creative, critical, and argumentative aspects of speaking and writing.

### **B**

*Student work demonstrates competency and mastery in all graded criteria, but lacks the originality of thought and style which characterizes an A student.*

Student work consistently demonstrates advanced quality and content.

Student ideas are based firmly on course material. Student demonstrates some ability for original thought and critical thinking.

### **C**

*Student work demonstrates competency of course materials. Work is acceptable in all graded criteria.*

Student work is of average quality and content.

Student ideas and work may exhibit problems with tangents, presentation, and organization. Student work lacks the vigor of thought or expression that characterizes a B or A student.

### **D**

*Student work demonstrates some competency and is below average quality in most areas of grading.*

Student work is sloppy, needs specific attention to course content and oral/written work.

Student ideas may be expressed incorrectly and ineffectively. The student has played with the course materials, but has not tried to achieve mastery or competence.

### **E/F**

*Student work demonstrates no competency or mastery of course material and is consistently below acceptable quality in all areas of grading.*

Student shows little or no learning during the course or in course related activities.

Student fails to state and sustain main ideas and concepts.

*If you receive an E or F grade anytime during the term, you should make an appointment to speak with your professor immediately.*

## **Late Assignment Policy for all Social Work Courses**

Plan to complete course assignments on time. Completion of work in a timely manner, attendance and class participation are elements faculty often remark upon in letters of reference! ALL late work requires the student to notify the professor in writing, identifying the problem, proposing a new completion date, and naming any faculty assistance that may be needed.

Excused late work. Medical and family emergencies can circumvent late penalties when appropriate documentation is provided by the student. Note that medical excuses should identify the period of time for which the student is to be excused from completing the assignment; otherwise, a one week extension is all that will be granted.

Technology difficulties. In the case of printer or other technology failures, an electronic copy of an assignment may be sent to the professor as a “placeholder,” demonstrating that the work is complete. However, a paper copy of the assignment must follow within 24 hours or late penalties will be applied.

Unexcused late work. Late work not attributed to a medical or family emergency will be penalized at the rate of 5% of the value of the assignment for each 24 hour period. The clock begins to run at the conclusion of the class period in which the assignment was to be turned in.

Social Work faculty members will review in committee any appeals or circumstances not covered in this policy. Requests for the grade of incomplete in a course will not be granted for unexcused late work.

### **Academic Integrity and the Social Work Program**

Acceptance into the Bachelor’s of Social Work Program requires you pledge to abide by the National Association of Social Worker’s Code of Ethics (NASW, 2008). The Code of Ethics is a guideline for professional and ethical social work behavior.

The standards of behavior asserted in the Code of Ethics should be adopted and applied to social work student scholars’ everyday lives. The Code addresses:

Respecting all individuals (clients, student peers, colleagues)	1.01, 2.01
Honoring diversity	1.05
Honesty	4.04

Many principles found in the NASW Code of Ethics are also found in the PLU Student Code of Conduct. Of particular relevance is the Academic Integrity policy, which reflects NASW ethical standard 4.04.

“Academic Integrity is honesty concerning all aspects of academic performance. Students must not cheat or plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved, but it also undermines the scholastic achievements of all students and attacks the mission of this institution. Students are inherently responsible to do their own work, thereby insuring the integrity of their academic records.”

For the complete text of the PLU policy concerning Academic Dishonesty, please refer to Appendix H located in this handbook . You may also access the PLU policy electronically at <http://www.plu.edu/srr-policy/code-of-conduct/>

### **Dismissal from the Social Work Program**

Consistent with the policies of the Council on Social Work Education, the accrediting agency for undergraduate and graduate Social Work education, faculty members regularly review student performance throughout the academic year. Applicants to the Department of Social Work give faculty permission to discuss their performance in the program when they sign and return the release of information form in the application packet.

## **Academic Dismissal.**

Academic performance is measured by the overall and “within major” cumulative grade point averages of students. At the start of each semester, Social Work faculty members review the academic record of all social work students.

Students must maintain an overall grade point average of 2.5 and a grade point average of 2.75 within their major course of study to matriculate within the Social Work program and advance to the Practicum.

Students who fall below these grade point averages receive a letter at the conclusion of the first semester in which they do not meet the requirement. The letter invites them to meet with faculty if desired, but requires them to craft a plan for reaching the grade point standard, and suggests various resources around the University which might help them in this pursuit. Students who attain the grades needed are sent a letter congratulating them on their accomplishment.

Students who are unable to successfully complete their plan are not permitted to enter the practicum. Students apply for field placements in the spring semester of their junior year. Those students who are not permitted to apply for Field are invited to meet with faculty and a representative from the Academic Advising office to formulate an alternate plan of study to attain the necessary grade point average, or to explore other academic pursuits. Students who want to contest the dismissal may appeal to the Dean of the Division of Social Sciences, and may follow the Pacific Lutheran University Grievance Policy.

## **Non-Academic Dismissal.**

Non-academic performance refers to those interpersonal behaviors, skills, and values that are the vehicle for student’s work with peers, faculty and clients (adapted from Sheafor, B. Horejsi, C. & Horejsi, G (2002) Techniques and Guidelines for Social Work Practice. 5<sup>th</sup> ed. Boston: Allyn & Bacon) Faculty anticipate and nurture the demonstration or development of compassion, empathy, genuineness, the purposeful use of self, warmth, creativity, initiative, leadership, active listening, flexibility, good judgment, interpersonal skill, self-awareness and knowledge. Non-academic behaviors and values that impede the ability of the students to successfully practice social work include, but are not limited to, values which conflict with the NASW Code of Ethics, unresolved mental illness, behaviors that degrade or devalue others, distracting personal habits, significant difficulties in communication, poor work habits. Examples of these behaviors can be found in the Appendix.

When these behaviors that impede practice are consistently observed in the classroom, during interactions with students or faculty, or in the field placement, all program faculty members meet to describe and discuss the situation. The Department Chair and one other faculty member bring the questionable behavior to the attention of the student in a conference. The student is asked to formulate, communicate and implement a plan to address the behaviors of concern. A follow-up meeting time is set to review progress toward achieving the student’s plan.

Students who successfully complete their plan are sent written confirmation and congratulations. Students who are unable to successfully complete their plan are invited to meet with Social Work faculty and a representative from the Academic Advising office to formulate a plan for exploring other academic pursuits. Students who want to contest the dismissal may appeal to the Dean of the Division of Social Sciences, and may follow the Pacific Lutheran University Grievance Policy.

## **Appendix A**

# **CSWE Educational Policy and Accreditation Standards**

## **COUNCIL ON SOCIAL WORK EDUCATION Educational Policy and Accreditation Standards**

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

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

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

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

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

### **COMPETENCY-BASED EDUCATION**

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

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional

competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

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

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

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

## **SOCIAL WORK COMPETENCIES**

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

### **Competency 1: Demonstrate Ethical and Professional Behavior**

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;



- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economics, and Environmental Justice**

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

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

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

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

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

### **Competency 5: Engage in Policy Practice**

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

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

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

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

## **PROGRAM MISSION AND GOALS**

### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

#### *Values*

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin

the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

### *Program Context*

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

### **Accreditation Standard 1.0—Program Mission and Goals**

**1.0.1** The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

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

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

## **EXPLICIT CURRICULUM**

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

### **Educational Policy 2.0—Generalist Practice**

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

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

### **Accreditation Standard B2.0—Generalist Practice**

**B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

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

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

### **Accreditation Standard M2.0—Generalist Practice**

**M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

**M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

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

### **Educational Policy M2.1—Specialized Practice**

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

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

### **Accreditation Standard M2.1—Specialized Practice**

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

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

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

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

### **Educational Policy 2.2—Signature Pedagogy: Field Education**

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

## **Accreditation Standard 2.2—Field Education**

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

## IMPLICIT CURRICULUM

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

### **Educational Policy 3.0—Diversity**

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

### **Accreditation Standard 3.0—Diversity**

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

### **Educational Policy 3.1—Student Development**

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

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

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

#### *Admissions*

- B3.1.1** The program identifies the criteria it uses for admission to the social work program.
- M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work

graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

#### *Advisement, retention, and termination*

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

#### *Student participation*

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

### **Educational Policy 3.2—Faculty**

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

### **Accreditation Standard 3.2—Faculty**

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.



- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

### **Educational Policy 3.3—Administrative and Governance Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

### **Accreditation Standard 3.3—Administrative Structure**

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
- B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
- B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

- B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
- M3.3.4(a)** The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
- M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.
- M3.3.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.
- 3.3.5** The program identifies the field education director.
- 3.3.5(a)** The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
- B3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.
- M3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
- M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.
- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

### **Educational Policy 3.4—Resources**

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

### **Accreditation Standard 3.4—Resources**

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

- 3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

## **ASSESSMENT**

### **Educational Policy 4.0—Assessment of Student Learning Outcomes**

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

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

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

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

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

### **Accreditation Standard 4.0—Assessment**

- 4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
  - A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
  - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.

- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
  - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
  - An explanation of how the program determines the percentage of students achieving the benchmark.
  - Copies of all assessment measures used to assess all identified competencies.
- 4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

## **Appendix B**

### **NASW Code of Ethics**

#### Summary of Major Principles

The following codified ethical principles should guide social workers in the various roles and relationships and at the various levels of responsibility in which they function professionally. These principles also serve as a basis for the adjudication by the National Association of Social Workers of issues in ethics.

In subscribing to this code, social workers are required to cooperate in its implementation and abide by any disciplinary rulings based on it. They should also take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. Finally, social workers should be equally ready to defend and assist colleagues unjustly charged with unethical conduct.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundations of social work's unique purpose and perspective:

#### **Ethical Principles**

Value: Service

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice*

Value: Dignity and worth of the person

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Value: Importance of Human Relationships

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Value: Integrity

Ethical principle: *Social workers behave in a trustworthy manner.*

Value: Competence

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

#### **Ethical Standards**

I. Social Workers' Ethical Responsibilities to Clients—Social workers' primary responsibility is to promote the well-being of clients. Social workers respect and promote the right of clients to self-determination and provide service to clients only in the context of a professional relationship based on valid informed consent, privacy and confidentiality.

II. Social Workers' Ethical Responsibilities to Colleagues—Social workers should treat colleagues with respect and respect confidential information shared by colleagues. Social workers should seek advice and counsel of colleagues and/or refer clients to other professionals when it is in the best interest of the client.

III. Social Workers' Ethical Responsibilities in Practice Settings—Social workers who provide supervision or consultation should have the necessary knowledge and skill and provide fair and considerate evaluation of others. Social workers should ensure that documentation in records is accurate.

IV. Social Workers' Ethical Responsibilities as Professionals—Social workers should not practice, condone, facilitate or collaborate with any form of discrimination, dishonesty, feud, or deception. Social workers should not permit their private conduct or their own personal problems to interfere with their professional judgment and performance.

V. Social Workers' Ethical Responsibilities to the Social Work Profession—Social workers should work toward the maintenance and promotion of high standards of practice. Social workers should promote and facilitate evaluation and research and keep current with emerging knowledge.

VI. Social Workers' Ethical Responsibilities to the Broader Society—Social workers should promote the general welfare of society, from local to global levels. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social justice.

**Appendix C**

**PACIFIC LUTHERAN UNIVERSITY  
Program in Social Work  
Selection and Retention Record**

STUDENT \_\_\_\_\_

STATUS: PLU \_\_\_\_\_ Transfer \_\_\_\_\_

PHONE NO. \_\_\_\_\_

PLU ID # \_\_\_\_\_

ADVISOR \_\_\_\_\_

**PROGRAM ADMISSION - Prerequisites:** Semester Entered Program: \_\_\_\_\_

\_\_\_\_\_ Minimum of 45 sem. hrs.

\_\_\_\_\_ Cum. GPA = 2.75

\_\_\_\_\_ WRIT 101 (C or better)

\_\_\_\_\_ PSYC 101 (C or better)

\_\_\_\_\_ SOCI 101 (C or better)

\_\_\_\_\_ ANTH 102 (C or better)

\_\_\_\_\_ BIOL 111 (C or better)

**TERM I: Prerequisites**

\_\_\_\_\_ Junior Status (60 sem. hrs.)

\_\_\_\_\_ SOCW 250 (C or better)

\_\_\_\_\_ SOCW 245 (C or better)

**TERM II:**

\_\_\_\_\_ SOCW 360

\_\_\_\_\_ SOCW 350

**SCREENING AND ADMISSION**

\_\_\_\_\_ Transcripts filed

\_\_\_\_\_ App. letter/Personal statement completed

\_\_\_\_\_ Work/volunteer history

\_\_\_\_\_ Letters of recommendation (2)

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

**Additional coursework required:**

*(can be taken at any time)*

\_\_\_\_\_ SOCI 232

\_\_\_\_\_ STAT 233

\_\_\_\_\_ Additional SOCI or SOCW course

**FIELD EXPERIENCE CLEARANCE:**

Initial/Date \_\_\_\_\_

**SCREENING INTERVIEW**

\_\_\_Admitted \_\_\_Conditionally Admitted \_\_\_Not Admitted

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SENIOR YEAR - Prerequisites -**

*Senior status & cum. GPA of 2.75*

\_\_\_\_\_ SOCW 460

\_\_\_\_\_ SOCW 465

\_\_\_\_\_ SOCW 475 & 485

\_\_\_\_\_ SOCW 476 & 486

\_\_\_\_\_ SOCW 499

Initial/Date \_\_\_\_\_

## Appendix D

### CURRICULUM PLANNING FOR SOCIAL WORK MAJORS

Fall Semester 20____	Jan. Term 20____	Spring Semester 20____
SOCW 250 Social Policy I (4)	_____ (4)	SOCW 360 Social Work Practice I (4) (Generalist Practice & Interviewing)
SOCW 245 Human Behavior and the Social Environment (4)		SOCW 350 Social Polity II (4)
SOCI 232 Research Methods (4) <sup>1</sup>		STATE 233 + Lab (SOCI stat only) (4)
_____ (4)		_____ (4)

Summer 20____
Session 1 _____ (4)
Session 2 _____ (4)

Fall Semester 20____	Jan. Term 20____	Spring Semester 20____ (Intended Graduation Date)
SOCW 460 Social Work Practice II (4) (Generalist Practice with Groups & Families)	_____ (4)	SOCW 465 Social Work Practive III (4) (Generalist Practice with Big Systems)
SOCW 475 Field Experience (3)		SOCW 476 Field Experience 2 (3)
SOCW 485 Field Seminar (1)		SOCW 486 Field Seminar 2 (1)
SOCW 498 Capstone Proposal (1)		SOCW 499 Senior Seminar 2 (3)
SOCW 3XX or SOCI 3XX (4) (social work or sociology elective)		_____ (4)
_____ (4)		

“Spaces” are for planning minor, second major, or General Education requirements not yet completed, or electives. Students are urged to check CAPP reports to ascertain that they have:

- Met PLU’s entrance requirements
- Satisfied the Gen Ed requirements
- Met one of the three options of the College of Arts and Sciences requirements
- Completed 128 total hours of which 40 must be upper division hours (300 or above)
- Applied no more than 44 credits in SOCW toward the required 128 credits overall.

<sup>1</sup>Research Methods and the Sociology section of Statistics may be taken in any order, so long as both are completed before the student enters field placement.



## **Appendix E**

### **Pacific Lutheran University Social Work Assessment Plan for Regional Accreditation**

#### **Statement of Learning Outcomes**

## Social Work Program Statement of Learning Outcomes

The mission of the Social Work Program at Pacific Lutheran University is to prepare caring skillful generalist social workers to be ethical agents for change. Building upon a strong liberal arts foundation, the major integrates natural and social science knowledge with social work methods and ethics to ensure students acquire the knowledge, values and skills of the profession of social work. The program is accredited by the Council on Social Work Education (CSWE) and builds upon the Educational Policy and Accreditation Standards (EPAS) which are reflected below. Social Work electives and first year courses are not included here. Upon graduation, students enter the field of social work practice at the entry level or continue to graduate study in Social Work.

<b>Learning Outcomes</b>  C = Comprehension A = Application  D = Demonstration (Summative)	<b>SOCW 245</b> Human Behavior in the Social Environment	<b>SOCW 250</b> Social Policy I	<b>SOCW 350</b> Social Policy II	<b>SOCW 360</b> Social Work Practice I	<b>SOCW 460</b> Social Work Practice II	<b>SOCW 465</b> Social Work Practice III	<b>SOCW 475 and 485</b> Field Experience I and Seminar I	<b>SOCW 476 and 486</b> Field Experience II and Seminar II	<b>SOCW 498 and 499</b> Social Work Capstone
1. Demonstrate ethical and professional behavior	C	C	A	A	A	A	A	D	D
2. Engage diversity and difference in practice.	C	C	A	A	A	D	D	D	D
3. Advance human rights and social, economic, and environmental justice.	C	C	A	D	D	A	A	D	A
4. Engage in practice-informed Research and research-informed practice.*	C		C	A	A	A	D	D	D
5. Engage in policy practice.		C	A	C	C	A	A	D	D
6. Engage with individuals, families, groups, organizations and communities.	C	C	A	D	A	D	D	D	D
7. Assess individuals, families, groups, organizations, and communities	C	C	A	D	D	D	D	D	D
8. Intervene with individuals, families, groups, organizations, and communities			A	A	A	A	D	D	D
9. Evaluate practice with individuals, families, groups, organizations, and communities			A	A	A	A	D	D	D

\* **SOCI 232 and STAT 233** are required by the Social Work Program and fulfill these outcomes in some measure.

## Appendix F

### Non-Academic Dismissal Behaviors

The Social Work program creates a learning environment where students enhance or develop knowledge, values and skills for social work practice. For some students, this requires new awareness of values and interpersonal or personal behaviors which are dangerous to clients or which impede the student's ability to work well with other professionals. The behaviors listed in the first column below are examples of those behaviors supported and encouraged in students. The second column includes behaviors that faculty will bring to the attention of students when observed. <sup>1</sup> **This list is not meant to be complete.**

<b>Behaviors that Enhance Social Work Practice</b>	<b>Behaviors that Impede Social Work Practice</b>
Ability to identify and resolve personal or family situations that effect professional practice	Preoccupation with personal problems impairs professional practice
Ability to do individual or team problem solving in stressful situations	Inability to control reactions or exercise self-discipline when in stressful situations.
Warm, genuine and compassionate manner with clients and peers.	Inability to demonstrate warmth, genuineness or compassion with clients or peers.
Acceptance of authority where appropriate as well as skills to resolve problems with authority figures.	Inability or unwillingness to work with persons in positions of authority.
Healthy detachment supports focus on the concerns and problems of the client.	Inability to separate personal experiences from concerns and problems presented by clients.
Reflective and self-evaluative approach to learning and practice	Extreme defensiveness prevents self critical examination of professional performance
Ability to hear and process the critical comments of clients and colleagues non-defensively.	Inability to hear and process the critical comments of clients and colleagues.
Demonstrate the social work ethics that value the worth and dignity of every person and their right to self-determination.	Impose personal values, political beliefs, religious preferences or life style choices on clients.
Use the policies and procedures of the agency in tandem with standards of ethical conduct in working with clients	Misuse or abuse authority with clients.
Ability to offer one's insights and work interdependently with clients, in peer supervision, and in team decision-making.	Inability to offer one's insights and to work interdependently with clients, in peer supervision, and in team decision-making.
Respect for boundaries of clients, colleagues, faculty, supervisors and agencies.	Failure to respect the boundaries of clients, colleagues, faculty, supervisors and agencies.
Respect for norms of professional practice in use of words and gestures.	Use of words, phrases or gestures that are in bad taste or known to offend clients or peers, including name-calling.

<sup>1</sup> Adapted from Sheafor, B, Hoerjci, C & Horejci, G. (2000). Techniques and Guidelines for Social Work Practice (5<sup>th</sup> Ed.). Boston: Allyn & Bacon.

Value diversity in work with clients, colleagues, and the human service community. .	Demonstrating prejudice, bias, or discrimination against groups or individuals.
Communicates and solves problems directly	Making sarcastic, insulting, or disrespectful comments about colleagues or clients
Careful, critical and balanced discussion of ideas or professional opinions.	Failure to respect the ideas or professional opinions of others.
Seeks and uses supervision from faculty and agency personnel appropriately	Unwillingness to seek or use supervision from faculty or agency personnel or misuse of supervision resources for personal matters.
Careful compliance with the norms and practices of the agency with regard to written documentation and communication	Non-compliance with norms and practices of the agency with regard to written documentation and communication
Comes to class, practicum, and group meetings with work completed and ready for discussion.	Lack of preparation for appointments with clients and agencies, meetings, class and group work.
Socializes appropriately but focuses on task accomplishment for self and others	Distraction of other students or staff members, or preventing self and others from doing their tasks.
Familiar and compliant with University and agency policy and procedure.	Unfamiliar and/or non-compliant with University and agency policy and procedure.
Behaves in a manner above negative public comment and suspicion	Behaves in ways that draw negative attention to social workers, the workplace, or the University, thereby lessening client and public regard for the social work agency, the profession, or the University.
Observes and respects the client's right to privacy and any other rights clients may have.	Failure to observe confidentiality with clients or failure to protect client rights in dealing with clients, client documents, agencies, the larger community
No sexual contact with clients	<b>Any</b> sexual contact with clients.
Knowledgeable about and compliant with mandatory reporting statutes about child or elder abuses.	Failure to comply with mandatory reporting statutes about child or elder abuse.
Professional behavior consistent with those standards identified in the National Association of Social Work's Code of Ethics.	Violates the National Association of Social Work's Code of Ethics.

## Appendix G

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### UNIVERSITY POLICIES

(The following are selected University policies last modified October 28, 2014)

For more information go to: <http://www.plu.edu/srr-policy/code-of-conduct/academic-integrity/>

#### INTRODUCTION

PLU admits and enrolls students who possess the capacity for success both intellectually and personally at the collegiate level. It is our belief that each student is responsible for her/his behavior at all times. When accepted for membership into the PLU community, each student assumes the responsibilities and rights emerging from the university's goals and objectives. These include, but are not limited to, dedication to exploring human knowledge and culture while promoting the intellectual, physical, social, and spiritual development of students, and nurturing each student's preparation for responsible participation not only on the campus but also in local, state, regional, national, and international settings.

Once accepted for admission into the PLU community, PLU assumes that each student who enters the university possesses an earnest purpose; the ability to exercise mature judgment; the ability to act in a responsible manner; a well-developed concept of, and commitment to honor, morality and integrity; and a respect for law and the rights of others. This assumption prevails unless a student negates it through misconduct.

The university adopts only such policies, rules and regulations that seem necessary for the welfare of the educational community. Regulations include those items that fall within policies set by the Board of Regents and the university administration, along with local, state, and federal laws. Each student associated with PLU is expected to be familiar with and to follow all policies, rules and regulations promulgated by the university. Failure to abide by the policies, rules, and regulations may result in disciplinary action(s) outlined in "Student Rights and Responsibilities Procedures."

In addition to the Code of Conduct, rules and regulations developed by the university to maintain a safe and orderly environment may be found in the following locations (without limitation): Course Catalog, PLU Master Housing and Meal Agreement, PLU Student Athlete Handbook, and the PLU Parking Regulations. Each resource can be found on the PLU website.

The Student Code of Conduct may be revised when, in PLU's discretion, the need arises. This may occur during the course of an academic year, as well as a break between academic years. Revisions occur under the direction of the Vice President for Student Life and Dean of Students, in consultation with the Associate Director for Student Rights and Responsibilities, appropriate student, faculty, and administrative committees/councils and legal counsel. Members of the PLU campus community requesting changes to the Code of Conduct may do so through the officers of ASPLU or RHA, as a request to the Campus Life Committee of the Faculty, or directly with the Vice President of Student Life and Dean of Students. Students will be notified of changes as they become effective. Notification will usually be made via email.

#### JURISDICTION

The Student Code of Conduct contains policies and procedures that apply to all students enrolled in courses at Pacific Lutheran University. Individuals involved in incidents prior to or during a break between successive terms of enrollment may be subject to action in the Student Rights and Responsibilities System.

The University reserves the right to follow the procedures outlined in the Student Rights and Responsibilities System if a student's behavior violates the Student Code of Conduct, regardless of where the behavior occurs. The University will generally, but not exclusively, respond to off-campus behavior if an alleged violation occurs while a student is engaged in a PLU-sponsored or sanctioned event (i.e., study away, alternative spring break, athletics, music performance, outdoor recreation), the behavior raises concern for the safety of those on-campus, or the behavior jeopardizes the university's interests in the community.

In addition, the university may follow the procedures outlined in the Student Rights and Responsibilities System whenever a student is accused of a criminal act, regardless of the location of its occurrence.

### **GRIEVANCE POLICY AND PROCEDURES**

Pacific Lutheran University is committed to the internal resolution of disputes arising within the university community. To that end, the President has appointed a University Dispute Resolution Committee that includes representatives from the faculty, student life, human resources and academic administration. The Committee appointments shall each be for a minimum two-year term.

The University Dispute Resolution Committee (UDRC) is charged with reducing conflicts and helping members of the community resolve disputes appropriately, expediently and fairly. The committee does so by educating the community about campus policies and dispute resolution options; coordinating dispute resolution services; investigating grievances when appropriate and advocating for review of university policies and procedures when necessary.

It is the intent that the University Dispute Resolution Committee be a resource for all members of the PLU community. The UDRC may assist any faculty, administrator, staff or student who needs consultation or referral to resolve an on-campus conflict, or who desires conflict resolution services. The UDRC also processes all formal grievances as allowed by the University's Grievance Policy, except those that relate to faculty tenure or discipline or which otherwise arise under the faculty constitution and bylaws or which arise under the Student Rights and Responsibilities System. The UDRC shall have authority to establish separate policies and procedures for certain types of grievances. Subject to faculty approval, the UDRC shall also have authority to enact special policies and procedures for resolution of grade disputes and issues of academic dishonesty. The University Dispute Resolution Committee has the authority to appoint additional committee members on an as needed basis, for example, when one or more UDRC members would be unable to participate in a specific matter or when an additional member would assist in serving the mission of the University Dispute Resolution Committee.

The university encourages community members to resolve their disputes at the earliest and most informal level (i.e. by talking directly with the individual(s) involved; through facilitated conversation and/or through conflict mediation). When informal resolution is not possible, every member of the university community, whether faculty, student, administrator or staff, has the right to file a grievance and access the grievance procedures established by the UDRC. Grievances may be initiated by contacting any member of the Committee. Grievances first reported elsewhere in the community should be referred to the Committee for resolution, except for grievances that arise under the faculty constitution and by-laws or under the Student Rights and Responsibilities System.

If, at any time during a conflict resolution or grievance proceedings, a participant believes that a member of University Dispute Resolution Committee has a conflict or the appearance of a conflict, or that the dispute/grievance involves or potentially involves a member of the Committee, that member will be

excused from any further involvement in the grievance proceedings. In such circumstances an additional UDRC member may be appointed by the remaining University Dispute Resolution Committee members. The grievance policy and procedures will be published bi-annually and distributed to all members of the university community.

## **ACADEMIC INTEGRITY**

### **Introduction**

An essential dimension of Pacific Lutheran University's mission is to provide for the intellectual, social, physical, emotional, and spiritual development of students. Faculty, students, and administrators share responsibility for accomplishing these goals. Academic integrity is honesty concerning all aspects of academic performance. Academic integrity must be fully integrated into the campus academic environment, including norms for student life and classroom expectations. Integration is best accomplished when faculty and students understand and accept standards of academic behavior, and when the standards are fairly and uniformly enforced.

The faculty's authority over the classroom and grades reinforces the principles of academic integrity and the consequences of academic misconduct. Expectations and policies regarding academic dishonesty should be clear within and across academic units, and the classroom should be conducted in a manner to support those policies. Instructors need to know the following enforcement system and are obligated to use it when academic dishonesty occurs. Enforcement supports honest students and promotes our commitment to academic integrity. Enforcement also allows for the ability to better monitor the quantity and nature of academic dishonesty incidents and to track students who repeatedly commit acts of academic dishonesty so that such behavior by students is discouraged but dealt with accordingly.

PLU's expectation is that students will not cheat or plagiarize, and that they will not condone these behaviors or assist others who cheat or plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved, but also undermines the scholastic achievements of all PLU students and attacks the mission of this institution. Students are inherently responsible to do their own work, thereby insuring the integrity of their academic records.

Administrators shall disseminate this policy through publications and presentations to all students while the Campus Life Committee (CLC) shall also publicize this policy to all faculty. Administrators must promote uniform interpretation and enforcement of this policy, and the CLC shall regularly report summarized data to the campus community concerning instances and outcomes of academic misconduct. The CLC will review this policy every three years.

### **What is Academic Dishonesty?**

PLU defines Academic Dishonesty as violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation. The most common forms of academic dishonesty are cheating and plagiarism.

Cheating includes, but is not limited to:

- Submitting material that is not yours as part of your course performance, such as submitting a downloaded paper off of the Internet; or
- Using information or devices not allowed by the instructor (such as formulas or a computer program or data); or unauthorized materials (such as a copy of an examination before it is given); or
- Fabricating information, such as data for a lab report; or
- Collaborating with others on assignments without the instructor's consent; or
- Cooperating with or helping another student to cheat; or

- Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded, or communicating with anyone other than a proctor or instructor during an exam.

Plagiarism occurs when one omits, misrepresents, or inaccurately documents how the work of others appears in and influences one's own work. Plagiarism can involve both products (such as words, formulas, or images) and ideas (such as ideas, intellectual approaches, or concepts), and can result from an intent to deceive or from a lack of due attention to the responsibilities of accurate documentation. In short, plagiarism is the act of using any source (published, unpublished, or one's own) that appears in or directly influences one's own work without properly identifying it, such as (but not limited to):

- Directly quoting the words of others without attribution and without using quotation marks or other accepted formats to identify them; or
- Using any course work previously produced by the same student without prior approval from the current instructor; or,
- Using altered wording, materials, or ideas of others without properly identifying their source; or
- Representing an idea or strategy that is significant in one's own work as one's own when it comes from someone else.

Because plagiarism involves a misrepresentation of principles and processes fundamental to the integrity of the university, matters of plagiarism are taken very seriously by both administration and faculty. If a student is unsure about something that s/he wants to do or the proper use of materials, it is the student's responsibility to ask the instructor for clarification.

### **Reporting Suspected Academic Dishonesty**

When an instructor believes a student has violated the university's academic integrity policy, s/he will contact the student to inform him or her of the issue. Generally, instructors are encouraged to report any breaches of academic integrity. If a suspected violation constitutes 10% or more of the course grade, the incident should be reported through formal channels by submitting an Academic Dishonesty Report Form (ADRF) with appropriate documentation. ADRFs and appropriate documentation should be sent to the CLC chair. The chair will inform the student of the filing of the ADRF along with a copy of the Academic Integrity Policy.

### **Resolving an Academic Dishonesty Incident**

Instructors may resolve an incident of academic dishonesty in accordance with one of the following options. If the matter is not resolved by the meetings described in the first or second options set out below, the instructor may proceed to the third or fourth options set out below. Instructors are encouraged to consult with any member of the CLC regarding these procedures.

1. The instructor may meet informally with the student to resolve the matter.
2. The instructor may ask to meet with the student in the presence of witnesses to resolve the matter. In this case, the student will be informed in writing of the purpose of the meeting, and of his or her right to have a witness present.

When an instructor is unable to meet with a student, as at the end of Spring Term or a term before a student studies abroad, the instructor will document the allegation and send it to the student, via certified mail or email, together with a letter stating the penalty to be imposed.

3. The instructor may submit an ADRF and supporting documentation to the chair of the CLC.
4. The instructor may request a formal hearing administered by an Academic Dishonesty Hearing Panel (ADHP) by notifying the chair of the CLC on the ADRF. The Associate Director for Student Rights and Responsibilities will then notify the student of the charge of misconduct and initiate a hearing as outlined below in "Formal Hearing Process." The Associate Director for Student Rights and Responsibilities will also initiate a search of any prior academic misconduct



records for that student. When a hearing is requested by the instructor or is required, the student and instructor will be notified at least 48-business hours in advance.

The instructor has the authority to impose penalties with respect to his or her class. The minimum penalty grade for dishonesty in coursework that constitutes 30% or more of a course grade shall be an "E" for the course, unless the student is enrolled "pass/fail" in the class, and then the course grade will be an "F". Dishonesty in other required course work shall result in a minimum penalty grade of zero for that work.

### **Occasions When an Academic Dishonesty Hearing Panel Must Be Called**

1. When academic dishonesty includes flagrant behavior. Examples include, but are not limited to, having a substitute take an exam, fabricating experimental data, or buying a written term paper from someone.
2. When more than one ADRF is filed for the same student at any time during that student's PLU career.

### **Student Request for Formal Hearing**

Students who disagree with a penalty imposed or the filing of an ADRF by an instructor may request a formal hearing by an ADHP. Such a request must occur within five business days of notification of the grade in question or the notification of suspected academic dishonesty. When filing such a request, the student must contact the CLC chair and provide a rationale for why s/he is challenging the instructor's decision. The CLC chair will then notify the instructor and coordinate a date and time for the formal hearing. The student and instructor will be given at least 48-hours notice of the date, time and location of the formal hearing.

### **ADHP – Composition and Jurisdiction**

An ADHP shall include two faculty and one student member assisted by the Associate Director for Student Rights and Responsibilities or designee as a non-voting, advisory member. During the academic year, faculty members will be appointed by the CLC chair from the faculty membership of the CLC; the student member will be appointed by the CLC chair from a pool of ten students (one appointed by the dean of each of the seven academic areas and three members appointed by ASPLU, all serving renewable one-year terms). Every effort shall be made to conduct ADHPs during the academic year whenever possible. In cases where conducting an ADHP during the summer months cannot be avoided, the Associate Director for Student Rights and Responsibilities or designee will appoint available trained students to serve on ADHPs. The Provost will also recruit, subsequently assign, and financially compensate available faculty from the membership of the previous academic year's CLC to serve on ADHPs in these cases. If members of the previous academic year's CLC cannot be recruited, the Provost may ask faculty with 12-month contracts to fill these faculty positions on ADHPs. A faculty chair for each ADHP shall be elected from its membership. Training for potential ADHP members will be provided as needed by the Associate Director for Student Rights and Responsibilities.

ADHPs are authorized to review and make decisions regarding allegations of misconduct brought by instructors, appeals from a student whose instructor has imposed penalties on him or her, student contests of the filing of an ADRF by a professor, and/or multiple alleged infractions of the policy, as identified by the Associate Director for Student Rights and Responsibilities.

### **Formal Hearing Process**

The purpose of an ADHP is to determine whether a student is responsible for academic dishonesty as described in the university's Academic Integrity policy. ADHP hearings are structured educational discussions, which focus on the student's alleged misconduct within the university community.

ADHP hearings will be convened in a timely fashion relative to the request, either at the student's request or due to the filing of an Academic Dishonesty Report Form by an instructor who requires a panel hearing. Instructors may attend ADHP hearings as a witness either if requested by the panel or at their own request. ADHPs are conducted as review meetings as described in the Student Rights and Responsibilities Procedures (Section VII – Review Procedures). Throughout the review process, the following rights will be maintained and respected.

For the student, these include:

- The right to receive a written notice of the date, time and place of the ADHP hearing and a copy of the relevant Academic Dishonesty Report Form, at least 48-hours in advance of the ADHP;
- The right to have an individual ADHP hearing if more than one student is charged with misconduct;
- The right to request disqualification of any ADHP member he/she believes to be biased. Final determination of disqualification is made by the CLC chair;
- The right to have witnesses with direct knowledge of the incident in question speak on his/her behalf (character witnesses are not permitted);
- The right to have a support person who is a non-familial student, staff member, or faculty member of the university community (excepting a lawyer) assist them in the proceedings. A support person who accompanies a student is present for emotional support only and may not speak on the student's behalf;
- The right to fair and impartial decision-makers;
- The right to a written copy of the ADHP's decision;
- The right to a self-initiated appeal.
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For the instructor alleging misconduct, these include:

- The right to have a support person, as described above.
- The right to be informed of the ADHP's decision (excluding recommended sanctions that do not directly affect the instructor) at the same time the student is notified of the decision. In cases in which the instructor disagrees with the ADHP's decision, s/he may provide the Provost's Office with a document asserting his or her dissent within three business days.
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The chair of an ADHP oversees the review meeting while the Associate Director for Student Rights and Responsibilities or designee responds to questions about an ADHP's procedures, and may decide procedural matters not already established by an ADHP, with or without the advice of the other members. Otherwise, a majority vote of the three voting members will decide a procedural question. The chair is the spokesperson for an ADHP and is responsible for all communication on behalf of an ADHP.

### **Outline of Proceedings**

An ADHP will review the written materials prior to the meeting and determine appropriate questions. If a student wishes to submit additional written materials, these should be provided to the Associate Director for Student Rights and Responsibilities in advance of the hearing, if at all possible. Students are strongly encouraged to provide such materials to better support their argument and to reduce the likelihood of an extended decision-making process.

An ADHP may hear from the instructor, student, and witnesses, asking questions as appropriate. Questions must be pertinent to the report and the purpose of the meeting. Witnesses may be brought forward by both the instructor and the student. An ADHP may limit witness testimony to the facts of the situation, and excuse a witness if the information shared seems unproductive, redundant, or irrelevant.

An ADHP may invite as witnesses individuals who were included in the original written record of the incident.

The university expects that community members possess the skill and resources to discuss alleged academic misconduct; hence, legal counsel is not permitted at ADHP meetings.

An audio record of the proceedings will be made. An ADHP's file of the hearing and the recording shall be retained by the Provost until the appeal period has expired. After the appeal period has ended, the records will be kept in accordance with the Student Rights and Responsibilities Procedures (Section X – Conduct Records).

### **Penalties**

The minimum penalty grade for dishonesty in coursework that constitutes 30% or more of a course grade shall be an "E" for the course, unless the student is enrolled "pass/fail" in the class, and then the course grade will be an "F". Dishonesty in other required course work shall result in a minimum penalty grade of zero for that work.

Academic Dishonesty Hearing Panels may render a finding of either "responsible," "not responsible," or "inconclusive." The ADHP shall use majority vote to reach decisions. ADHP decisions of "not responsible" or "inconclusive" should not be used as a record of previous academic misconduct.

An ADHP is empowered, at its discretion, to take the following actions in accordance with its findings:

- Recommend a change of grade to the instructor; and/or
- Impose sanctions as listed in Section IX of the Student Rights and Responsibilities Procedures (except suspension, expulsion, or grade changes); and/or
- Recommend suspension or expulsion of a student to the Provost. Suspension and expulsion may be considered in severe cases and in cases where there is a previous history of academic dishonesty; grievous offenses such as academic dishonesty in capstones or culminating experiences may result in expulsion. Penalties of suspension and expulsion must be endorsed by the Provost. The Provost will convey his/her recommendation and reasons that support his/her position to the Vice President for Student Life and Dean of Students and confer with the Vice President for Student Life and Dean of Students regarding the import of the incident. Sanctions of suspension or expulsion are imposed by the Vice President for Student Life and Dean of Students. No specific mention of Academic Dishonesty will appear on the student's transcript; however, suspensions and expulsions will be recorded as detailed in Section IX in the Student Rights and Responsibilities Procedures.

An ADHP may also recommend that the instructor reduce a penalty that the ADHP believes was arbitrary or too severe. If an ADHP finds that academic dishonesty did not occur, it will recommend to the instructor that the penalty imposed be rescinded and for the instructor to grade the course work on its academic merit.

When the penalty grade is an "E" or an "F" for the course, the instructor will notify the Registrar that the student may not withdraw from the class. The Registrar will not record a final grade for the course until the date for the student to request a formal hearing has passed. Students requesting a formal hearing shall be permitted to attend and fully participate in the course until the process is complete.

Generally, ADHP decisions will be made within three business days of the formal hearing and will be either available for pick-up by the student at Campus Safety or personally delivered to the student or sent by certified mail to the student's most recent local address, permanent address, or via email, whichever is

most appropriate as decided by the chair of the ADHP. The decision will include an outline of the appeal process. In the event that additional time for review, further investigation and/or deliberation is required, the instructor(s) and student(s) involved will be notified in writing or via email of the revised timeline.

### **Student Appeal Process**

All imposed sanctions may be appealed on the grounds of lack of a fair review or severity of sanction within five working days of being notified of the sanction. Students who wish to appeal a sanction should submit a written request for appeal to the chair of the CLC. The letter must include: the appeal date; a detailed explanation of the grounds for the appeal; any information that was not available at the time of the formal hearing, and the signature of the student filing the appeal. Electronic submissions of appeals will be accepted. In cases that do not involve suspension or expulsion, the appeal is submitted by the chair of the CLC to the Provost for consideration of the appeal of the ADHP's decision. In cases involving suspension or expulsion, the appeal will be forwarded to the Vice President for Student Life and Dean of Students for action by the President. Students may not appeal a sanction more than once.

### **Retaliation**

The University expressly prohibits retaliation against any person who has reported academic misconduct to a member of the university community or who has participated in any way in the conduct of a case of academic misconduct or in the imposition of a sanction for academic misconduct. Any person who violates this policy may be subject to disciplinary action, including suspension or expulsion from the university.

### **Maintenance of Records**

Records of academic integrity violations will be maintained in accordance with the university's Family Educational Rights and Privacy Act (FERPA) policy and the Student Rights and Responsibilities Procedures (Section X). The records will be housed with the Associate Director for Student Rights and Responsibilities and will be kept according to Section X of the PLU Student Rights and Responsibilities Procedures.

### **EQUAL EDUCATIONAL OPPORTUNITY**

Pacific Lutheran University is committed to providing equal opportunity in education for all students without regard to a person's race, color, national origin, creed, religion, age, gender, sexual orientation, mental or physical disability, or any other status protected by law. The university community will not tolerate any unlawful discrimination, harassment, or abuse of or toward any member of the university community.

The university holds as basic the integrity and well-being of every person in the community. It is committed to providing an educational environment which is fair, consistent, caring, and supportive of intellectual and personal growth. Further, it is committed to protecting the rights of its community members to engage in dialog and to express ideas in an environment which is free from harassment, discrimination, and exploitation. This freedom of expression does not, however, entail the freedom to threaten, intimidate, harass, or abuse.

The university prohibits any activities which cause or threaten physical or mental harm, suffering, or exhaustion; which demean the dignity and personhood of any individual; or which interfere with one's academic progress. Examples of such actions are verbal threats or abuse, harassment, intimidation, stalking, threatened or actual physical assault, or consistent disregard of the rights and welfare of others. In particular, the university will see as a violation of this policy, any behavior which communicates a message that is threatening, intimidating, or demeaning or which causes physical harm to a person or

persons because of race, color, national origin, creed, religion, age, gender marital status, sexual orientation, mental or physical disability, or any other status protected by federal, state, or local law. Any person or persons who are found to have violated this policy will be subject to disciplinary action up to and including suspension, expulsion, or termination.

## **FERPA POLICY STATEMENT**

### **Family Educational Rights and Privacy Act of 1974**

In accordance with the Family Educational Rights and Privacy Act of 1974, popularly known as the “Buckley Amendment” and carrying the acronym “FERPA,” PLU has adopted the following policies and procedures. This policy was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. This is a notice of students’ basic rights under the law, and explains certain procedures for PLU’s full compliance with the law.

### **Definitions**

Pacific Lutheran University uses the following definitions in this policy:

Student: any person who attends or has attended PLU.

Education Records: any record maintained by the university that is directly related to a student, with the following exceptions:

1. Personal records maintained by university employees which are in the sole possession of the maker and are not accessible or revealed to any other person except a temporary substitute;
2. Employment records unless the employment records are contingent on the fact that the employee is a student;
3. Records maintained by Campus Safety solely for law enforcement purposes;
4. Medical treatment records – records created and maintained by the Health Center and Counseling Center (health records may be reviewed by a physician or psychologist of the student’s choosing). These are maintained under the provisions of the Washington Administrative Code;
5. Pastoral counseling records maintained by the University Pastors; and
6. Alumni records containing information about a student after he/she is no longer attending the university, and which do not relate to the person as a student.
- 7.

### **Annual Notification to Parents of Students & Currently Enrolled Eligible Students**

Parents of students, and currently enrolled eligible students will be notified of their FERPA rights annually by publication of the PLU FERPA Policy in the Student Handbook. Notices of students’ right of review of the policy in the Office of Student Life may also appear in the Schedule of Classes and the university Catalog.

### **Types, Locations, and Custodians of Education Records**

The following is a list of the types of education records that Pacific Lutheran University maintains, their locations, and their custodians.

Admission and Academic Records

Registrar

Hauge Administration 102

Records Coordinator

Disciplinary & Student Rights and Responsibilities Records

Student Involvement and Leadership

University Center 161

Associate Director for Student Rights and Responsibilities

Financial Aid Records  
Student Services Center  
Hauge Administration 102  
Records Coordinator  
Physical/Learning Disability Records  
Disability Support Services  
University Center 300  
Director/Disability Support Services  
Progress and Advising Records  
Faculty Office at each Academic Department/School, Academic Advising Office, and Career Development Office  
Ramstad 112  
Department Administrative Assistant/Advisor  
Student Account Records  
Student Services Center  
Hauge Administration 102  
Records Coordinator

### **Procedure to Inspect Education Records**

Students may inspect and review their education records upon request to the appropriate record custodian. Students should complete the Request to Review Records form, available in the Student Services Center, identifying as precisely as possible the records they wish to inspect. The custodian will arrange for access as promptly as possible and will notify the student of the time and place where the records may be inspected and/or copied. Access will be allowed no more than 45 days after receipt of the written request. When a record contains information about more than one student, the student may inspect and review only the records that relate to him or her.

### **Fees for Copies of Records**

The fee for an official transcript of the student's permanent academic record is \$5 per copy. The fee for copies of other education records is \$1 per page.

### **Right of the University to Refuse Access**

Pacific Lutheran University reserves the right to refuse to permit a student to inspect the following records:

1. The financial statement(s) of the student's parents.
2. Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in the file before January 1, 1975.
3. Records connected with an application to attend Pacific Lutheran University if that application was denied.
4. Education records containing information about more than one student, in which case the university will permit access only to that part of the record that pertains to the inquiring student. (May seek release from other student(s) to reveal record.)
5. Those records which are excluded from the FERPA definition of education records.
- 6.

### **Right of the University to Refuse to Provide Copies**

Pacific Lutheran University reserves the right to deny official transcripts and/or copies of other educational records (not required to be made available under FERPA) if the student has an overdue financial obligation to the university, or if there is an unresolved disciplinary or academic dishonesty action against the student.

## **Disclosure of Education Records**

Pacific Lutheran University will disclose to third parties information from a student's education records only with the written consent of the student, except:

1. To school officials who have a legitimate educational interest in the records. A school official is:
  - a. A person employed by the university in an administrative, supervisory, academic, research, support and staff position (including student safety officers and student workers);
  - b. A person elected to the Board of Regents;
  - c. A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions, provided that the outside party meets certain FERPA-related criteria.A school official has a legitimate educational interest if the official is:
  - a. Performing a task that is specific in his or her job description or by a contract agreement; or
  - b. Performing a task related to a student's education; or
  - c. Performing a task related to the discipline of a student; or
  - d. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, financial aid, or writing letters of recommendation.
2. To officials of another school, upon request, in which a student seeks or intends to enroll.
3. To certain officials of the US Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. If required by a state law requiring disclosure that was adopted before November 19, 1974.
6. To organizations conducting certain studies for or on behalf of the university.
7. To accrediting organizations to carry out their functions.
8. To parents who claim the student as a dependent for income tax purposes.
9. To comply with a judicial order or a lawfully issued subpoena.
10. To appropriate parties in a health or safety emergency.
11. To an alleged victim of any serious act of violence, disclosure will be limited to the decision of any institutional disciplinary proceeding against the alleged perpetrator.

## **Record of Requests for Disclosure**

Pacific Lutheran University will maintain a record of all requests for and/or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be re-disclosed, and the legitimate interest the party had in requesting or obtaining the information. The parent(s) and/ or eligible student may review the record.

## **Directory Information**

Pacific Lutheran University has designated the following items as directory information (available to the public): student name, local and permanent addresses and telephone numbers, E-mail address, date and place of birth, participation in officially recognized activities and sports, photo, weight and height of members of athletic teams, dates of attendance, class standing, previous educational agency or institution(s) attended, major and minor fields of study, anticipated date of graduation (if that has not yet occurred), and degree(s) and award(s) conferred (including dates). The university may disclose any of those items without prior written consent unless notified in writing to the contrary to the Office of the Vice President for Student Life and Dean of Students by the last day of registration for any given academic term at Pacific Lutheran University.

## **Correction of Education Records**

A student who believes that information contained in her/his education records is inaccurate, misleading, or in violation of privacy rights may request in writing that the office, which contains those records,

amend them. A student should identify the part of the record she/he wants changed and specify why it is believed to be inaccurate, misleading, or in violation of privacy rights.

That office will reach a decision and inform the student within a reasonable amount of time after receiving the request. If the records custodian refuses to amend the record, the student has the right to a hearing. A hearing officer appointed by the Provost, Vice President for Finance & Operations, or Vice President for Student Life and Dean of Students will conduct this hearing. The hearing officer will be someone who does not have a direct interest in the outcome of the hearing, but may be an official of the university. The hearing will be held within a reasonable amount of time after it is requested. The hearing officer will notify the student, reasonably in advance, of the date, place, and time of the hearing.

The student will be afforded a full and fair opportunity to present evidence relevant to the issue raised. One or more other persons, including an attorney, may accompany the student. The hearing officer will make a decision in writing based on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision. If the hearing officer supports the complaint, the education record will be amended accordingly, and the student will be so informed. If the hearing officer decides not to amend the education record, a student has the right to place in the education records a statement commenting on the challenged information and/or stating the reasons for disagreeing with the decision. This statement will be maintained as part of the education record as long as the contested portion is maintained, and whenever a copy of the education record is sent to any party, the student's statement will be included.

Pacific Lutheran University's policy statement implementing FERPA is maintained by, and available for review in the Office of the Vice President for Student Life and Dean of Students, Hauge Administration Building, Room 105. Students should address questions, concerns, or problems to the Student Life Office. Students may file complaints regarding alleged failure of the university to comply with FERPA with The Family Policy Compliance Office, US Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605; (202) 260-3887, FAX: (202) 260-9001.

## **ACCOMMODATION OF PERSONS WITH DISABILITIES**

As stated in the Equal Opportunity policy, Pacific Lutheran University will not discriminate against any student because of the presence of a mental or physical disability. As part of its long-range plan, the University has committed the financial and human resources necessary to provide access to University facilities according to the recommendations and requirements of the ADA. Where a student with a disability is able to perform essential academic/program requirements or job functions, the University may be obligated to provide reasonable accommodation to the needs of that student, unless such accommodations would provide undue hardship to the University.

Students with medically recognized and documented disabilities and who are in need of special accommodation have an obligation to notify the University of their needs by contacting the Director of Disability Support Services in the Anderson University Center, Room 300. Students with disabilities who want to appeal a decision regarding accommodation should contact the Director of the Counseling Center per the guidelines outlined in the *Policy, Procedures and Guidelines for Nondiscrimination on the Basis of Disability for Students Attending Pacific Lutheran University*, <https://www.plu.edu/dss/documents/>.



## SEXUAL MISCONDUCT

### Introduction

Pacific Lutheran University (PLU) is committed to providing an environment in which students can work, live, and study free from all types of sexual misconduct. Consistent with its Equal Educational Opportunity Policy, PLU prohibits any discrimination in education and employment on the basis of gender (see also PLU Human Resources Sexual Misconduct Policy). Sexual misconduct has a serious negative impact on the quality of the education experience. When an allegation of Sexual Misconduct is brought to the administration, and a Respondent is found to have violated this policy, PLU will issue sanctions which are commensurate with the violation and which reflect PLU's determination to prevent and correct sexual misconduct to the fullest extent possible. All members of the community are expected to conduct themselves in a manner that does not infringe upon the rights of others, whether on or off campus. The Sexual Misconduct Policy has been developed to reaffirm these principles and to provide recourse for those individuals who believe they may have experienced or witnessed Sexual Misconduct. It also serves as a measure for the University to determine, after the fact, if behaviors violate the PLU Student Code of Conduct. It also sets out the University's expectations for its students with respect to sexual communication, sexual responsibility, and sexual respect. The University will work to prevent and eliminate sexual misconduct by providing a multi-faceted educational program to promote awareness of acceptable and non-acceptable behaviors. The University reserves the right to take whatever measures – including immediate measures pending investigation and review – that it may deem necessary in response to an allegation of Sexual Misconduct in order to protect students' rights and personal safety. Such actions are in keeping with the Special Provisions section of PLU's Student Rights and Responsibilities Procedures. Measures may include, but are not limited to, PLU no contact orders, modification of living arrangements and class schedules, suspension from campus and/or reporting to the local police. The University reserves the right to impose sanctions ranging from warning to expulsion depending on the severity of the offense. In keeping with the Student Rights and Responsibilities Procedures, the University will consider the concerns of both the Complainant and the Respondent throughout the conduct process. This policy is intended to meet the requirements of applicable federal and state law. If this policy is inconsistent with any applicable law, it is the University's intent to follow applicable law.

### Overview

Sexual Misconduct is a broad term encompassing any unwelcome behavior of a sexual nature that is committed without Consent (as PLU defines it in this policy) and/or by force, intimidation, coercion or manipulation. As defined by PLU, the term Sexual Misconduct includes Non-Consensual Sexual Intercourse, Non-Consensual Sexual Contact, Sexual Harassment, Sexual Exploitation, and Sexual Intimidation. Sexual Misconduct can be committed by a person upon another regardless of gender, and it can occur between people of the same or different sex. It can occur between strangers or acquaintances, including people involved in a current or previous intimate or sexual relationship. Sexual Misconduct may vary in its severity and consists of a range of behavior.

### Definitions

Pacific Lutheran University uses the following definitions in this policy: **Sexual Activity:** Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making someone touch another person with or on any of these body parts; any other intentional bodily contact in a sexual manner. Intercourse (anal, oral, or vaginal), however slight, with any object. In the context of this policy, Sexual Activity may also include the conduct preliminary to or involved in Sexual Harassment, Sexual Exploitation and Sexual Intimidation. **Complainant:** The person complaining of Sexual Misconduct. **Respondent:** The person accused of Sexual Misconduct. **Consent:** Consent is permission explicitly granted by an individual who is physically and mentally capable of providing it. It

is the responsibility of the person who wants to engage in the sexual activity to insure that he or she has the valid Consent of the other to engage in the activity. PLU further defines Consent to include the following:

- Consent is informed, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as Consent. Consent can be given by words or actions, as long as those words or actions create clear and mutually understandable permission regarding the conditions of sexual activity.
- Consent to one form of sexual activity cannot imply Consent to other forms of sexual activity, even within the same intimate situation. Previous relationships or Consent cannot imply Consent to future sexual acts.
- Consent cannot be procured by use of physical force, threats, intimidating behavior, or coercion.
- Some individuals are unable to give Consent by reason of Incapacity or Physical Helplessness (as defined below). It is a violation of this policy to engage in sexual activity with someone you know to be, or should have known to be, Incapacitated or Physically Helpless.

**Incapacity:** For the purpose of this policy, Incapacity is a condition existing at the time of the incident which prevents a person from understanding the nature or consequences of the sexual act(s) whether that condition is produced by the influence of a substance, or from some other cause. Incapacity is a state where one cannot make a rational, reasonable decision because he/she lacks the ability to understand the who, what, when, where, why or how of the sexual interaction.

*The use of alcohol or drugs can prevent an individual from giving valid Consent, even if the person appears to agree to sexual activity in the moment. Incapacity may also result from the influence of substances commonly known as “date rape” drugs. Possession, use and/or distribution of any “date rape” substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another student is a violation of PLU policy. Incapacity may also result from, without limitation, developmental disability, mental disorder, chemical dependency, and/or age. Learn more about these substances at <http://www.rainn.org/>.*

**Physical Helplessness:** Physical Helplessness refers to a person who is asleep, unconscious or for any other reason is physically unable to communicate, verbally or non-verbally, valid Consent. **Coercion:** Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get Consent from another. When someone makes clear that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive if Consent is not voluntarily or freely given, or if the individual giving it is not capable of doing so.

### **Violations of Sexual Misconduct**

Violations of Sexual Misconduct include, but are not limited to the following prohibited behaviors:

- Non-Consensual Sexual Intercourse
- Non-Consensual Sexual Contact
- Sexual Harassment
- Sexual Exploitation
- Sexual Intimidation

**Non-Consensual Sexual Intercourse** is any sexual intercourse (anal, oral, or vaginal), however slight, with any object, by a person upon another regardless of gender, without Consent. **Non-Consensual Sexual Contact** is any intentional sexual touching, however slight, with any object, by a person upon another regardless of gender, without Consent. **Sexual Harassment** is gender-based verbal or physical

conduct that unreasonably interferes with or deprives someone of educational access, benefits or opportunities. There are three types of Sexual Harassment:

1. **Hostile Environment** includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently/objectively offensive that it alters the conditions of education, employment, or residence from both a subjective (the Complainant's) and an objective (reasonable person's) viewpoint.
2. **Quid Pro Quo Sexual Harassment** exists when there are unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and submission to or rejection of such conduct results in adverse educational or employment action.
3. **Retaliatory Harassment** is any adverse employment or educational action taken against a person because of the person's participation in a complaint or investigation of discrimination or Sexual Misconduct.
- 4.

**Sexual Exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other Sexual Misconduct offenses.

**Sexual Intimidation** involves, without limitation, threatening another person with a sex act against them, stalking (including cyber-stalking), and/or engaging in indecent exposure. PLU also prohibits **Retaliation** against any person who complains about Sexual Misconduct, any witness who testifies in a Review Meeting related to allegations of Sexual Misconduct, or anyone who engages in any similarly protected activity. Retaliation is an adverse action taken against another for reporting a complaint or supporting another's complaint.

## Resources and Support

**Counseling and Support Services for Complaints** **PLU Victim Advocate** is a professional who provides a safe and private place for individuals who have questions or concerns about sexual misconduct, intimate partner violence, or stalking. The Victim Advocate is obligated by law to keep reports confidential except for situations where the safety of an individual may be involved, at which point reporting becomes mandatory. The Victim Advocate provides the following: emotional support, arranges referrals for medical care, acts as a liaison for academic and campus services, discusses formal reporting options, assists in safety planning (including obtaining Protection Orders), and provides referrals to counseling and support groups on and off campus. Jennifer Warwick currently serves as the PLU Victim Advocate. **An ombudsperson** is trained by the Office of Student Rights and Responsibilities to serve as a resource during the Student Rights and Responsibilities Process. These ombudspersons are able to provide the following: emotional support, acts as a liaison for academic and campus services, and provides referrals to counseling and support groups on and off campus. Complainants may contact the office of Student Rights and Responsibilities to access a trained ombudsperson or for more information on the University's procedures for dealing with Sexual Misconduct complaints. Other confidential support options are:

- PLU counselors in the Counseling Center (253-535-7206)
- health care providers in the Health Center (253-535-7337)
- University Pastors in Campus Ministry (253-535-7464),
- Off-campus Sexual Assault Crisis Center of Pierce County (253-597-6424)
- Off-campus 24-hour Crisis/Information and Referral Line (1-800-756-7473 or 253-474-7273 or TTY 253-274-0448)

**Counseling and Support Services for Respondents** Respondents may seek confidential assistance from:

- PLU counselors in the Counseling Center (253-535-7206)
- Health care providers in the Health Center (253-535-7337)

- University Pastors in Campus Ministry (253-535-7464)

A student accused of Sexual Misconduct may want to have an ombudsperson that has been trained by the Office of Student Rights and Responsibilities to serve as a resource during the Student Rights and Responsibilities Process. These ombudspersons are able to provide the following: emotional support, acts as a liaison for academic and campus services, and provides referrals to counseling and support groups on and off campus. Respondents may contact the Office of Student Rights and Responsibilities to access a trained ombudsperson or for more information on the University's procedures for dealing with Sexual Misconduct complaints.

## **Reporting**

PLU encourages all members of the community to report any incidents of Sexual Misconduct or Retaliation, regardless of the alleged offender's identity or position. Reports may be made to the following campus officials: Office of Student Rights & Responsibilities, Human Resources, Resident Directors, Resident Assistants, and Campus Safety. Students may also make a report to local law enforcement officials by calling 911. Campus officials will assist with reporting to law enforcement if requested.

*Please note: It is important to preserve evidence for the proof of a criminal offense. The University will take incidents of Sexual Misconduct seriously when reported, and the University will investigate any such allegations and resolve them through administrative procedures (either the Student Rights and Responsibilities process or the University Dispute Resolution Committee).*

A report will be handled discreetly, but information will be shared as necessary with investigators, witnesses, and the Respondent. This group of people will be kept as small as circumstances permit to maintain privacy to the extent reasonably possible. If the respondent is a PLU staff or faculty member, reports generally will be processed by Human Resources and will be investigated through the University Dispute Resolution Policy and Procedures. Complainants or witnesses may be hesitant to report to University officials because they fear that they themselves may be charged with policy violations, such as illegal drinking at the time of the incident. To encourage reporting, the University will primarily focus on the issue of Sexual Misconduct. While other potential policy violations cannot be completely overlooked, the University will typically address these situations by focusing on educational resources for the Complainant or witness. There is no time limit on making a complaint that this policy has been violated; however, it may be difficult to substantiate the allegations made in a complaint brought after significant time has passed. Therefore, prompt reporting of complaints is strongly encouraged.

## **Review Process**

The University will process allegations of violations of this policy in substantially the same manner as it does allegations of other University policies, and thus students are referred to PLU's Student Rights and Responsibilities Procedures. The University recognizes, however, the significant impact Sexual Misconduct allegations and experiences may have on the lives of students. PLU endeavors to approach all such situations with respect and concern for all involved, to review allegations without prejudice or bias, and to provide a process that is as fair as it reasonably can be. Bearing in mind the emotionally charged atmosphere surrounding such incidents, PLU takes seriously the need to:

- Take immediate action to preserve the safety and well-being of all involved until a Review Meeting of the allegations can be held.
- Make available support services for Complainants and Respondents during and, to the extent it is consistent with PLU's role as an educational institution, after the review process is concluded.
- Preserve privacy to the extent it is reasonably possible to do so, balancing the privacy of the participants and PLU's determination to prevent and correct Sexual Misconduct.

- Investigate any such allegations promptly.
- Balance the desirability of early resolution against the time needed for students to adequately prepare for Review Meetings.
- Listen to and hear the Complainant’s allegations and the Respondent’s response to them. Thoughtfully consider and make a decision based on fact-based information that is credible and relevant.
- When a Respondent is found Responsible for a violation of this policy, issue sanctions which are commensurate with the violation and which reflect PLU’s determination to prevent and correct Sexual Misconduct to the fullest extent possible.
- Educate students that PLU prohibits Retaliation against a student that has reported a violation of this policy or testified in a Review Meeting, and provide an appropriate mechanism to report such Retaliation if it occurs.
  - Complainants and Respondents in Sexual Misconduct incidents will be informed of the outcome and sanctions of the Review Meeting, in writing. Students who bring any sort of Sexual Misconduct complaint against faculty or staff may or may not be informed of the outcome and sanction, because FERPA does not apply; or
  - The University may release publicly the name, nature of the violation and the sanction for any student who is found in violation of a University policy that is a “crime of violence,” including: arson, burglary, robbery, criminal homicide, sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction. The University will release this information to the Complainant in any of these offenses regardless of the outcome.
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#### **Additional Provisions**

1. **Attempted Violations:** Attempts to engage in any of the prohibited behaviors outlined in this policy may be treated by the University as a violation of this policy.
2. **University as Complainant:** As necessary, the University reserves the right to initiate a complaint, to serve as Complainant, and to initiate conduct proceedings without a formal complaint by the alleged victim of misconduct.
3. **False Reports:** University will not tolerate intentional false reporting of incidents. It is a violation of the Student Code of Conduct to make an intentionally false report of any policy violation, and it may also violate state criminal statutes and civil defamation laws. Any false reports will be addressed using the Student Rights and Responsibilities Procedures.
4. **Sanction Guidelines:** PLU takes allegations of Sexual Misconduct very seriously and will sanction those found Responsible for violating its Sexual Misconduct policy accordingly. Any student who is found to have violated the Sexual Misconduct policy will be subject to disciplinary action up to and including suspension and/or expulsion. Students should read the Student Rights and Responsibilities Procedures, Section IX for information about sanctions.
5. **Notification of Outcomes:** The outcome of a campus Review Meeting is part of the educational record of the responding student, and is protected from release under a federal law, FERPA. However, the University observes the legal exceptions as follows:
  - Complainants and Respondents in Sexual Misconduct incidents will be informed of the outcome and sanctions of the Review Meeting, in writing. Students who bring any sort of Sexual Misconduct complaint against faculty or staff may or may not be informed of the outcome and sanction, because FERPA does not apply; or
  - The University may release publicly the name, nature of the violation and the sanction for any student who is found in violation of a University policy that is a “crime of violence,” including: arson, burglary, robbery, criminal homicide, sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction. The University will

release this information to the Complainant in any of these offenses regardless of the outcome.

6. **Alternative Review Meeting Options:** For Sexual Misconduct complaints, and other complaints of a sensitive nature, alternative Review Meeting options may be given and/or requested. Possible alternatives may include placing a privacy screen between students during the Review Meeting, allowing students to participate from another room via technical means, permitting students to listen and respond to recorded testimony or such other means as the Assistant Director for Student Rights and Responsibilities deems most appropriate under the circumstances. These options are intended to help students feel more comfortable; they are not intended to work to the advantage or disadvantage of any student involved in the process.