SOCW 6303.001, Cohort #1

STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
DSW PROGRAM
COHORT #1
Class Meeting: Fridays, Noon-2:30 pm, FTF, Rm. 203

<table>
<thead>
<tr>
<th>SOCW 6303.001 Social Work Education</th>
<th>Name of Instructor: Stephanie Washington, EdD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office: SW, Rm. 117</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Phone: 936-468-2029</th>
<th>Email address: email the instructor in Brightspace regarding the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Do not leave a message on this extension</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor Office Hours</th>
<th>Monday: 9:00 am-2:00 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuesday: 2:00 pm-5:00 pm</td>
</tr>
<tr>
<td></td>
<td>Thursday: 11:00 am-1:00 pm</td>
</tr>
</tbody>
</table>

COURSE SYLLABUS (Syllabus may change as needed.)

I. COURSE DESCRIPTION

Credits(s): 3
SWK 6303 is a course that focuses on understanding and applying the Educational Policy and Accreditation Standards of the Council on Social Work Education in creating competency-based social work programs.

II. COURSE OVERVIEW

The DSW program of SFASU includes an advanced curriculum focused on preparation for advanced practice and social work education.

III. COURSE CONTACT HOURS AND STUDY HOURS (3 hours)

This is a 3-credit hour course. Credit is determined by CSWE Educational Policy and Accreditation Standards (EPAS).

IV. TEXT AND MATERIALS:


V. CURRICULUM DESCRIPTION

The DSW program at SFA focuses on the development of scholarly practitioners.
VI. PROGRAM LEARNING OUTCOMES

Competencies and Behaviors for Doctor of Social Work
Competency 1. Identify as a Social Work Educator
Competency 2. Embody Ethical and Professional Behavior
Competency 3. Apply Critical Thinking
Competency 4. Engage Diversity and Difference
Competency 5. Advance Human Rights and Social and Economic Justice
Competency 6. Identify as a Scholar-Practitioner
Competency 7. Identify as a Social Work Leader
Competency 8. Demonstrate Collegiality and Stewardship

VII. OBJECTIVES/STUDENT LEARNING OUTCOMES: (CSWE BEHAVIORS)

Becoming a Scholarly Practitioner:
This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.

Upon successful completion of this course, students will be able to:

Competency 1. Identify as a Social Work Educator
• Develop skills in using theory-based models of social work education
• Critically analyze multiple pedagogical approaches, methodologies, and practices in social work education
• Understand the critical role of social work educators in the academy
• Demonstrate an understanding of teaching, scholarship, service responsibilities, and career progression in the academy
• Understand the impact of professional and university-wide accreditation

Competency 2. Embody Ethical and Professional Behavior
• Recognize and manage personal values as they guide work with students and colleagues
• Use technology ethically and appropriately to facilitate teaching and learning outcomes
• Conscientiously manage and analyze general and discipline-specific ethical dilemmas and behavior
• Understand and apply the National Association of Social Workers Codes of Ethics

Competency 3. Apply Critical Thinking
• Distinguish, appraise, and integrate multiple sources and ways of knowing
• Engage in critical self-reflective practice
• Clearly articulate issues and questions central to social work education and actively engage in addressing them
• Create, understand, analyze, and synthesize original work

Competency 4. Engage Diversity and Difference
• Recognize the extent to which society and organizations including educational structures, culture, and values create or enhance privilege and power among student learners
• Critically engage with students in a shared learning process, acknowledging differences in experience, power, and privilege
• Work sensitively and effectively with diverse student populations, with an appreciation for student strengths across cultures
• Develop the capacity to differentially apply knowledge related to diverse groups and contexts in teaching practice
• Understand how global challenges impact social work practice and education

**Competency 5. Advance Human Rights and Social, Economic and Environmental Justice**
• Understand the forms and mechanisms of oppression and discrimination in higher education and other systems
• Advocate at multiple levels for policy change that improves the lives of students and colleagues as a reflection of institutional mission and professional values
• Assess how social work practice and education, and institutional and governmental policies impact access to education and its delivery
• Develop an understanding of environmental justice

**Competency 6. Identify as a Scholar-Practitioner**
• Use practice and teaching experiences to inform scholarly work
• Use research findings to inform social work practice and teaching
• Engage in critical analysis of research methods and findings across the research spectrum
• Use research methodology in evaluation of student and program outcomes
• Assume active roles and responsibilities as a scholar-practitioner, including the generation of new knowledge and public dissemination of one’s work.
• Critique and demonstrate the connection between social work practice and scholarship

**Competency 7. Identify as a Social Work Leader**
• Recognize leadership approaches and their application to organizational contexts
• Facilitate organizational change toward innovative practice
• Understand the impact of national, international, political, social, and regulatory factors on social work education
• Engage in interprofessional practice, education, service, and research

**Competency 8. Demonstrate Collegiality and Stewardship**
• Demonstrate flexibility and initiative by taking leadership roles when needed
• Work effectively with others in the classroom, university, and the profession
• Embody the profession’s identity in social work practice in all practice settings including social work faculty roles and respectfully address issues within the university
• Develop a sense of responsibility for maintaining the integrity of the social work profession

**VIII. INSTRUCTIONAL METHODS**

This is a face-to-face class that will involve technology-supported learning. Content will be delivered face-to-face (F2F) and via D2L/Brightspace and remote teaching tools. Methods of instruction will be based on active learning theories that will involve lecture by instructor, guest lecture, student discussion and presentations, small group activities, and audio-visual presentations. Class discussions will add to and supplement the reading assignments and be based on the topics presented in the course materials. To be successful in the class, it is important that students take responsibility for their academic performance, be active learners, read the assigned material, complete all assignments, bring their experiences to the classroom, and respond to feedback from the instructor, mentors, and peers. The course is organized into weekly learning sessions where students will be able to find the information to read and learn each week from assigned readings, class lectures, and group exercises. PDF files and links to articles will be
provided when available. Some content will be enhanced with online material and some examinations may take place online.

IX. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to Brightspace Support | Center for Teaching and Learning | SFA (sfasu.edu) for more information.

**D2L/Brightspace is the primary means of communication between the instructor and students in the course.** Students are expected to sign in to modules/weekly content pages, complete discussions, upload assignments to drop boxes, complete quizzes, monitor their grades/progress/feedback, and use email when necessary to communicate with the instructor regarding course content. All graded assignments/assessments will be submitted to Brightspace/D2L.

X. COURSE CALENDAR (Schedule may change as needed to accomplish course goals.)

**Week 1: Introduction/Overview of Social Work Education**

Jan. 19 (Face-to-face)

**Getting Started**

**Specific Topics**

1. Syllabus Review
2. Social Work Competency-based Education and Teaching
3. Social Work Competency-based Models & Design
4. Finding Your Leadership Approach
5. Accreditation and Reaffirmation
6. [Other] Leadership Careers in Social Work Education

**Readings/preparation:**

Mapp & Boutte-Queen, 2023, Overview & Chs. 1 & 2

Council on Social Work Education, 2022 EPAS
(https://www.cswe.org/accreditation/policies-process/2022epas/)

(https://www.cswe.org/accreditation/policies-process/handbook/)

Austin, 2014
Bracy, 2018
Robbins, 2014
Sullivan et al., 2022

**Week 2: Program Director Responsibilities**

Jan. 26 (Face-to-face)

**Module I**

**Specific Topics**

1. Historical Contexts and Emerging Issues in SW Education
2. Leadership Development Opportunities
3. Ethics of Leadership
4. Development of the Profession
5. Being a BSW Program Director
6. Accreditation and Reaffirmation: Values and Benefits & FAQ’s
7. Developing a Competency-based Curriculum (Proposal Development)
Readings/preparation:
Anastas, (2022), Ch. 3

NASW Code of Ethics (3.0 Social Workers’ Ethical Responsibilities in Practice Settings; 4.0 Social Workers’ Ethical Responsibilities as Professionals)

Council on Social Work Education, 2020
2022 EPAS https://www.cswe.org/accreditation/policies-process/2022epas/

https://www.cswe.org/accreditation/about/value-benefits/

CSWE, 2022 EPAS Accreditation Toolkit, & Interpretation Guide,
https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83c9e3e55a795f7/

Pgs. 4-6; 30-32, 75-94

Daley, 2018
Fong, 2012
Reisch, 2019

Week 3: Social Work Accreditation & Reaffirmation
Feb. 2 (Face-to-face)

Specific Topics

1. CSWE Accreditation
2. CSWE Program Outcomes Reports; Assessment of Student Learning Outcomes (SLO’s), https://www.cswe.org/accreditation/about/directory/?

3. Competency-based Education
   a. Curriculum mapping and EPAS
   b. Competencies and Assessment
4. 2022 Educational Policy and Accreditation Standards
5. Accreditation and Reaffirmation: Tips to Help Navigate

Readings/preparation:
Mapp & Boutte-Queen, 2023, Ch. 3
Anastas, (2022), Ch. 3
Council on Social Work Education, 2020
2022 EPAS

   a. Demystifying the accreditation process
   b. 2022, EPAS, Program Outcomes,
      https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83c9e3e55a795f7/
   c. 2022, EPAS, Accreditation Team Grid,
      https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83c9e3e55a795f7/

Accreditation FAQ’s, 2022
Cheung et al, 2019
Drisko, 2014
Poulin & Matis, 2015

Week 4: Assignment I Proposal Due & BSW Educational Programs: Using data effectively
Feb. 9  *(Livestream/Virtual)*

**Specific Topics**

1. Assessing BSW programs
2. Using data effectively
3. Summative and formative assessment
4. Curriculum Development: the syllabus & course content
5. The Role of the Baccalaureate Social Work Program Director

**Readings/preparation:**

Mapp & Boutte-Queen, 2023, Ch. 4
Council on Social Work Education, 2020
2022 EPAS

a. 2022, EPAS, Program Outcomes, [https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83c9e3e55a795f7/](https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83c9e3e55a795f7/)

Cheung et al, 2019
Drisko, 2014
Mapp & Boutte-Queen, 2019
Mapp & Boutte-Queen, 2021
Poulin & Matis, 2015

Week 5: Administration of the BSW Program: Budgeting
Feb. 16  *(Face-to-face)*

**Specific Topics**

1. Curriculum planning and mapping
2. Exploring Mission Statement, Goals & Objectives
3. Understanding budgeting and the budgeting process
4. Performance-based Budgeting/Funding
5. Budget Structure
6. Budget Advocacy
7. Assessment and Evaluation
8. Audits
9. Surviving Cutbacks

**Readings/preparation:**

Mapp & Boutte-Queen, 2023, Ch. 5
West, (2023)
Ortagus et al., (2020)
Bottia et al., (2015)

Council on Social Work Education, 2020
2022 EPAS
CSWE Reaffirmation Fees and Related Expenses, 
https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83c9e3e55a795f7/

The University of Texas at Austin, Budget Office, About the Budget,  
https://budget.utexas.edu/about/budget#:~:text=The%20annual%20budget%20of%20The,Austin%20is%20roughly%20%243.97%20billion.

Week 6: Starting a BSW Program & Overcoming Challenges  
Feb. 23 (Livestream/Virtual)  
Module 2

Specific Topics

1. Accreditation Process  
2. Planning and Implementation  
3. Designing and Assessing Social Work Programs  
   a. Understanding evidence-based practices  
   b. Creating a needs assessment  
   c. Logic Planning  
   d. Evaluating the program  
   e. Feedback mechanisms  
4. Overcoming the Challenges  
   a. Servant Leadership  
   b. Staffing & adjunct faculty  
5. Reaccreditation and Reaffirmation

Readings/preparation:  
Mapp & Boutte-Queen, 2023, Chapters 6 & 8

Council on Social Work Education, 2020  
CSWE, Accreditation Policies, Accreditation Policy Handbook,  
https://www.cswe.org/accreditation/policies-process/handbook/

CSWE, 2022 EPAS Accreditation Toolkit, https://www.cswe.org/accreditation/policies-process/2022epas/toolkit-12a8309d8d378d44d83c9e3e55a795f7/


CSWE, Directory of Accredited Programs, https://www.cswe.org/accreditation/about/directory/?

Week 7. Leading and Managing a Large BSW Program  
Mar. 1 (Face-to-face)

Specific Topics

1. Leadership  
2. Using an ADEI lens  
3. Organizational Structure  
4. Gatekeeping  
5. Advising
6. Curricula Essentials
7. Field Education
8. Accreditation
   a. Case Study
9. Creating a culture of inclusivity

**Readings/preparation:**
Mapp & Boutte-Queen, 2023, Chapters 9 & 10
Council on Social Work Education, 2020
2015 EPAS

2022 EPAS, ADEI Information, [https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83e9e3e55a795f7/](https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83e9e3e55a795f7/)

Sample Self-study Documents

Week 8: Mid-Term: Assignment I Due & Leading and Managing an MSW Program
Mar. 8 *(Livestream/Virtual)*

**Specific Topics**
1. Leadership and Curriculum Development
2. Leadership
3. Using an ADEI lens
4. Organizational Structure
5. Gatekeeping
6. Advising
7. Curricula Essentials
8. Academic Leadership
9. Curriculum Development
10. Generalist and Specialized Practice
11. Accreditation Standards
12. 2022 Educational Policy and Accreditation Standards
   a. 2022 EPAS
   b. EPAS Interpretation Guide, FAQ’s
13. Self-study Template
14. Writing a Self-Study

**Readings/preparation:**
Mapp & Boutte-Queen, 2023, Chapters 9 & 10

Competency-based Curriculum Small Group Discussions
Council on Social Work Education, 2020
2022 EPAS

2022 EPAS, ADEI Information, [https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83e9e3e55a795f7/](https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83e9e3e55a795f7/)
CSWE 2022 EPAS Accreditation Toolkit,
[https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83e9e3e55a795f7/](https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83e9e3e55a795f7/)

Cheung, Zhou, & Narendorf, 2019
Zeiger et al., 2005
Calderon, 2013
WEEK 9: SPRING BREAK (March 11-March 15) NO CLASSES

Week 10: Faculty Issues and Accreditation

Mar. 22 (Face-to-face)
Module 3

Specific Topics
1. Faculty Recruitment & Retention
2. Commitment to Diversity
3. Cultivating and Valuing Contingent and Adjunct Faculty
4. Academic Leadership
5. Curriculum Development
6. Faculty/Employee Professional Development
7. Generalist and Specialized Practice
8. Accreditation Standards
9. 2022 Educational Policy and Accreditation Standards
10. 2022 EPAS
11. EPAS Interpretation Guide, FAQ’s
12. Self-study Template
13. Writing a Self-Study

Readings/preparation:
Mapp & Boutte-Queen, 2023, Chapters 12-15

Council on Social Work Education, 2020
2022 EPAS
CSWE 2022 EPAS Accreditation Toolkit, https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83c9e3e55a795f7/

Zeiger et al., 2005
Danaei, 2019
Parker et al., 2018

Mar. 29 Student Issues and Accreditation
No Classes, Good Friday

Specific Topics
1. Recruitment and retention
2. Diversity
3. Early intervention & support

Readings/preparation:
Mapp & Boutte-Queen, 2023, Chapters 16

Council on Social Work Education, 2020
2022 EPAS

Week 11: Student Issues and Accreditation
Apr. 5  (Face-to-face)

1. Gatekeeping  
2. Students Rights & Legal Protections

**Readings/preparation:**  
Mapp & Boutte-Queen, 2023, Chapters 17-18

Council on Social Work Education, 2020  
2022 EPAS

CSWE 2022 EPAS Accreditation Toolkit,  
[https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83c9e3e55a795f7/](https://www.cswe.org/accreditation/standards/2022/toolkit-12a8309d8d378d44d83c9e3e55a795f7/)  
Self-study Template

Olcon et al., 2018  
Bowie et al., 2018  
Elpers & Fitzgerald, 2013

**Weeks 12: Accreditation & Reaffirmation**

Apr. 12  (Livestream/Virtual)  
**Module 4**

**Specific Topics**

1. Educational Policy and Accreditation Standards  
2. Faculty Development  
   a. The role of the program director  
   b. Developing effective educators  
   c. Effective evaluation  
   d. Mentoring  
   e. Professional development  
   f. Cultivating and valuing contingent and adjunct faculty  
   g. Building an effective faculty team

**Readings/preparation:**  
Mapp & Boutte-Queen, 2023, Chapters 3; Chapters 12-15

Council on Social Work Education, 2020  
2022 EPAS

**Weeks 13: Assignment II Due & MSW Program and Accreditation**

Apr. 19  (Face-to-face)  

**Specific Topics**

1. Educational Policy and Accreditation Standards  
2. Evaluating/Writing a Self-Study

**Readings/preparation:**  
Council on Social Work Education, 2020  
2022 EPAS
Weeks 14: Managing Resources
Apr. 26 (Livestream/Virtual)

**Specific Topics**
1. Educational Policy and Accreditation Standards
2. Evaluating/Writing a Self-Study
3. [Implications of the Growing] Cost of Accreditation

**Readings/preparation:**
Council on Social Work Education, 2022
Mapp & Boutte-Queen, 2023, Chapters 5

CSWE, Reaffirmation Fees and Related Expenses, 2024, [2022 EPAS | CSWE](https://www.cswe.org/accreditation/policies-process/handbook/)

Week 15: Accreditation Site Visit
May 3 (Face-to-face)

**Specific Topics**
1. Arranging Visit
2. Preparation for the Visit
3. Preparing the Response Report [Responding to Feedback]

**Readings/preparation:**
Council on Social Work Education, 2020
2022 EPAS
Guest Speaker:

Week 16: Final Exam
May 10 (Livestream/Virtual)

### XI. COURSE REQUIREMENTS

A. **Class Attendance and Participation:** For the class to discuss the readings and complete the in-class application of learning, you need to read the **assigned material before coming to class**, attend class regularly, and actively participate in class discussions and small group activities both F2F and online. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class. Attendance is required. Excused absences (i.e. illness, death, or accident) will be considered case by case and granted by the instructor based on the merit and verifiability of the extenuating circumstance. Absences will be noted. Two or more unexcused absences will result in a reduction of the final grade.

B. **Cell Phones/Pagers/Electronic Devices:** Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class unless they are made a part of the classroom exercise. I also ask that you either place such devices on silent mode or turn them off during class. *It is particularly offensive to an instructor to have a student text or conduct non-class**
related business while class is in session. Repeated interruptions will result in a deduction of points from the final average. You might also be asked to leave the class.

C. **Readings:** The course outline provides a list of required readings for each week. (you will receive a detailed schedule during the first full week of class that will outline the readings to be covered in each class). Since lectures, class discussions, and activities are designed to answer questions about the material, expand upon the basic concepts, and use critical thinking skills to apply concepts, you are expected to complete the assigned readings before class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussions and group learning exercises. For example, you should present well-formulated questions and comments that demonstrate prior preparation. You should also be prepared to apply, evaluate, and synthesize the material read.

D. **Exams:** There will be a final exam that is administered online. Students are required to take the exams at the scheduled time and submit them on time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

E. **Quizzes/Exercises:** There will be unannounced class exercises/activities and quizzes to evaluate pre-reading/preparation. Students are required to actively participate in all exercises/complete all quizzes at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.

F. **Assignments/Presentations/Class Preparation:** See Assignments [below] for a listing of all major assignments for this course. Weekly class assignments as well as discussions/quizzes/mini assessments will be given in class or Brightspace D2L. All assignments are due (according to Brightspace drop box instructions) unless the assignment is a class presentation which will be due in class. *While the instructor realizes that problems will arise, timely assignment submission is all students' professional responsibility. Students will be awarded and may elect to use three “floating submission day passes” at the start of the semester. Each pass may be exchanged for one day late submission until the three passes have been exhausted after which time, one letter grade will be deducted, with an additional letter grade deduction for each day for which the assignment is late. The student must communicate with the instructor that they are using their floating submission pass. Students who are absent when in-class assignments/mini-assessments are given cannot make up the grade without a university-approved excused absence that is accepted by the instructor.*

**XII. ASSIGNMENTS and GRADING CRITERION:**

Attendance, class preparation, active participation, discussions/quizzes/mini-assessments

<table>
<thead>
<tr>
<th>Assignment #1: Social Work Education and Accreditation</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #2: Academic Program Accreditation</td>
<td>100</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**XIII. GRADING SCALE:**

The earned points will be tallied, and a letter grade assigned as follows:

A = 360 – 400  
B = 320 – 359  
C = 280 – 319  
D = 240 – 279  
F = Below 240
*Not applicable for credit toward a graduate degree.

XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)

Institutional Absences (**HOP 04-110**)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for Keystone events, defined as a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for the successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For Keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty members to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

* Each day in attendance Weeks 1-14 is awarded 2.5 points for a total of 35 points (full attendance). If you are absent, attendance points are not awarded.
XV.  ACADEMIC INTEGRITY (SFA Policy 4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties.

This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.

Acceptable Student Behavior
The DSW Student Handbook and DSW Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct of Conduct (SFA Policy 10.4)). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

XVI. WITHHELD GRADES, SEMESTER GRADES POLICY (SFA POLICY 5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

XVII. STUDENTS WITH DISABILITIES
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodation. For additional information, go to http://www.sfasu.edu/disabilityservices/.

XVIII. STUDENT WELLNESS AND WELL-BEING
SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, or seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit.

Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741
Assignment I: Social Work Education and Accreditation
Due Date(s):

Proposal Due: Week 4, February 9, 2024 @ 12:00 pm
Final Copy & Discussions: Week 8, March 8, 2024 @ 12:00 pm (sign up in Brightspace/D2L)

Students will apply their understanding and knowledge of social work education and accreditation by **developing a competence-based curriculum** on generalist or specialized practice. Students will apply the current Educational Policy and Accreditation Standards (2022) by designing a curriculum and presenting their generalist or specialized curriculum to their peers. *Please review the complete assignment instructions in Brightspace/D2L assignment drop box.

PART A: COURSE CURRICULUM (80 POINTS)
This assignment will focus on the following:

- Developing a (10-12 week) competency-based curriculum (to modify an existing course or create a curriculum for a certificate program)
- Describing the conceptualization of the curriculum
- Identifying and describing the course delivery model
- Demonstrating the application of the Educational Accreditation Policy and Accreditation Standards of the Council on Social Work Education (or standards & competencies of an organization)
- Assessments (at least 3) of Student Learning Outcomes

For this paper, you need to select a curriculum model for a BSW or MSW program or an academic organization setting in which you are planning on working. You will describe the setting, your position, the mission of the organization, and the academic program (more details will be discussed in class).

The paper needs to include all required elements, fully developed and in line with course content.

PART B: SMALL GROUP DISCUSSION (20 POINTS)
Students must be prepared to discuss the assignment in class within the context of a small group and also to present a brief outline of the paper. For the discussion, students will develop 1 learning objective and a discussion topic centered on their curriculum and an issue in social work education.
Assignment II: Academic Program Accreditation (Group Assignment)

*This assignment is underdevelopment*

Final Due Date: Week 13-14, April 19 & 26, 2024 @ 12:00-2:30.
Oral Presentations: Week 13-14, April 19 & 26, 2024 @ 12:00-2:30

This assignment is designed for students to demonstrate their knowledge, values, skills, and cognitive and affective processes as academicians. Students will be required to review and evaluate a self-study for a BSW or MSW program with a team of 2-3. They will apply current accreditation standards in determining if the social work program meets minimum standards for accreditation. Students will research and apply accreditation standards to a specific social work educational program.

The instructor will provide self-study for an academic program, and you will apply accreditation standards recommending accreditation. There are two parts of the assignment – written and oral.

**Written Assignment (75 Points):**

1. Students will select a BSW or MSW program and research accreditation standards related to this specific program.
2. At least five references supporting the approach to the accreditation process and recommendations.
3. The final copy of this assignment must include all required elements, demonstrate acquisition of the skills and objectives, and document the required elements through examples and appropriate use of the literature.
4. Citations and reference lists must be included.
5. APA style is required.

**Oral Presentation (25 Points):**

Students/teams will make an oral presentation to the class. The presentation should include a brief overview of the program and recommendations related to accreditation.
BIBLIOGRAPHY


