SOCW 6304 The Academy and the Professoriate
Spring 2024
Office Hours: Wednesday: 10 am – 12 pm, 1–2 pm
Friday: 10 am – 12 pm
Virtual hour: https://sfasu.zoom.us/j/867695785

Prerequisite: Graduate standing
Co-requisite: None

COURSE SYLLABUS

I. COURSE DESCRIPTION

Students will acquire the understanding and ability to identify and function as social work educators.

II. COURSE OVERVIEW

SOCW 6304 is a course that focuses on preparing students to become faculty members. Students will acquire the understanding and the ability to identify and function as social work educators. Students will be introduced and acquire the knowledge of being a faculty member in an academic setting.

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. Scholar Practitioners apply their practice wisdom and knowledge to local, state, national and international contexts, while recognizing diversity and difference in practice. Social Work values guide Scholar Practitioners in creating responsible and positive solutions for societal challenges.

REQUIRED TEXTS:


II. CURRICULUM DESCRIPTION

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

III. PROGRAM LEARNING OUTCOMES

Competencies and Behaviors for Doctorate 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

IV. COURSE OBJECTIVES (STUDENT LEARNING OUTCOMES: (SLO)

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

Competency 1. Identify as a Social Work Educator
- Develop skill 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 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 addressing issues within the university
• Develop a sense of responsibility for maintaining the integrity of the social work profession
V. INSTRUCTIONAL METHODS

This is a face to face or hybrid class that will involve instructional supported learning. Content will be delivered both face to face (F2F) and via D2L/Brightspace. 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 own academic performance, be active learners, read the assigned material, complete all assignments and respond to feedback. 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 lecture and group exercises. PDF files and links to articles will be provided when available. Some content will be enhanced with online material and some examination may take place online.

VI. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to https://www.sfactl.com/brightspace-students

VII. COURSE CALENDAR

Week 1: Introduction to the Academy – Higher Education
1. The Academy
2. Community Colleges and Higher Education
3. Career Opportunities
4. Careers in Social Work Education

Readings:

Week 2: Careers in Higher Education
1. Educational Preparation
2. Practitioners versus an Academician
3. The Future of Higher Education & Social Work Education

Readings:
Additional – TBA

Week 3: Social Work Educators – The Professoriate
1. Teaching
2. Scholarship
3. Service
4. Positions in Higher Education
**Readings:**
Additional - TBA

**Week 4: Social Work Educational Programs**
1. BSW
2. MSW
3. DSW Program
4. Council on Social Work and Accreditation

**Reading:**
Additional - TBA

**Week 5: Career Path in Higher Education**
1. Academic levels: Baccalaureate, Master’s, Practice Doctorate, Research Doctorate level
2. Faculty Ranks
3. Trends in Higher Education

**Readings:**
Additional – TBA

**Week 6: Type of Institutions**
1. Public and Private
2. Academic and Practice Doctorates
3. Certificate Programs
4. Interprofessional Education

**Readings:**
Additional - TBA

**Week 7: Trends in Social Work Education Programs**
1. Policies and Procedures
2. Delivery Competency-Based Education
3. Faculty and Student Development

**Readings:**

Week 8: Midterm

Week 9: Spring-Break

Week 10: Administration of BSW & MSW Program
1. Academic Leadership
2. Curriculum Development
3. Generalist and Specialized Practice
4. Accreditation Standards

Readings:

Week 11: Tenure and Promotion
1. Policies and Procedures
2. Service, Publication, Research
3. Teaching & Faculty Development

Reading

Week 12: Teaching
1. BSW Programs
2. MSW Programs
3. Doctorate Programs
4. Professional and Institutional Accreditations

Readings:

Weeks 13: Survival and Professional Development Administration
1. Research and Grant
2. Conferences: state, regional, national and international
3. Peer relationship and Collegiality

Administration and Accreditation
4. Educational Policy and Accreditation Standards
5. Writing a Self-Studies
6. Faculty Development
7. Assessment Planning

**Readings:**
2015 EPAS
Additional - TBA

**Weeks 14: Preparing the Curricula Vitae**
1. Faculty Portfolio
2. Annual Faculty Reports and Performance
3. Peer Reviews

**Reading:**
Additional - TBA

**Week 15: Job Market**
1. Curriculum Vitae
2. Letter of References
3. Choosing the best Career Option

**Reading:**
Additional - TBA

**Week 16: Final Exam**

**VIII. COURSE REQUIREMENTS**

A. **Class Attendance and Participation:** In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussions 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. Excuse 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 reduction of final grade.

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

C. **Exams:** There will be a midterm and a final exam. Students are required to take the exams at the scheduled time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

D. **Quizzes/Exercises:** There will be unannounced class exercises. Students are required to participate in the exercises at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.

E. **Assignments/Presentations:** See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class. No late assignments are accepted.

**ASSIGNMENTS and GRADING CRITERION:**

| Assignment #1: Choose a Career Path | 100 |
| Midterm Exam | 100 |
| Assignment #2: Develop a Curriculum Vitae | 100 |
| Final Exam | 100 |
| **Total** | **400** |

**GRADING SCALE:**

The earned points will be averaged 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 graduate degree.*

**IX. ACADEMIC INTEGRITY**

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

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.

*Note: The following is specific to School of Social Work*

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.

**X. 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.

XI. 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 accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

XII. 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, 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

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

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)
- johCrisis Text Line: Text HELLO to 741-741
Assignment I: Choosing a Career Path
Students will begin to focus on their career path. For example, are they considering employment in an academic or agency-based setting? Students will begin to identify knowledge, values, skills and cognitive and affective processes for a career in social work education/practice or both. This assignment will focus on the following aspects:

- Identifying a career path.
- Describing the knowledge, values, skills and cognitive and affective processes needed for their career journey.
- Identify type of position, salary, setting and number of years in employment.
- Describe where you would like to be in your career five or ten years from now.

Paper needs to be 5-7 pages in length. Students will also need to 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.

Assignment II: Develop a Curriculum Vitae
This assignment requires students to develop a curriculum vitae and develop a career plan (include the outlined CV as an appendix and the narrative can go under the Educational Background section). They should develop a curriculum vitae that will represent their progress when they complete the DSW program. For example, identify skill development in the areas of teaching, service, scholarly activities or specialized knowledge. There are two parts of the assignment – written and oral.

The outline below might help organize this assignment more cohesively.

1. Introduction
2. Educational Background
3. Career Aspirations
4. Academic expectations: Teaching, Scholarship, and Service
5. CSWE Accreditation
   1. Competency-Based Education (9-competencies)
   2. Curriculum Design (explicit and implicit curriculum and field education)
   3. Assessment
   4. Recommendations
6. Conclusion

Written Assignment:

1. Students will prepare a curriculum vitae that represent their professional growth and potential for a career in their choose career path.
2. At least five references supporting approach to the accreditation process and recommendations.
3. The total length of this assignment will be 8-10 pages.
4. Citations and reference list should be included
5. APA style is required for all the assignments, including assignment I.

**Oral Presentation:**

Students will make an oral presentation to the class. The presentation should include a brief overview of their experiences and future career plans.
BIBLIOGRAPHY


