Central Connecticut State University

CCSU

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The School of
Education & Professional Studies

CCSU Department of Social Work

Baccalaureate Social Work Program

CSWE Self-Study for Reaffirmation

Submitted July 2014

Volume 1: EPAS
Narrative & Supporting Documents

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Social Work Department Website: www.ccsu.edu/socialwork

July 23, 2014

The Central Connecticut State University Department of Social Work respectfully submits this full *Self-Study for Reaffirmation of CSWE Accredited Status* for our Baccalaureate Program.

Throughout the past several years, we examined in earnest our curriculum, policies, practices, people, and processes of training social workers within the context of 2008 EPAS. We identified that the CCSU Social Work Training experiences created with intention - in the classroom and in field education (explicit curriculum), and in our broader Program milieu (i.e. implicit curriculum) ultimately connect our processes as a Program with our identified practice behaviors.

Development, demonstration and documentation of these practice behaviors have emerged as the fundamental measure of how we assess our graduates, ourselves as social workers and educators, as well as our social work training program. Guided by our mission and social work values, and supported by a Comprehensive Competency Assessment Model, we present this *Self-Study* for review, as a demonstration of our commitment to fulfilling the 2008 EPAS and as further evidence of the CCSU Social Work Program commitment to training competent social workers.

Social work training emerges now as continuous process, fundamentally defined by experiences our team creates relating directly to one or more practice behaviors. All processes, courses, assignments, policies, etc. are seen as "linked" to the practice behaviors, nested under the core competencies, ultimately weaving together the mosaic of a competently trained social worker.

Effective leadership positions social work administrators to utilize the 2008 EPAS as an ongoing platform for program identity, articulation, accountability and reinvigoration. Similarly, for our CCSU Program, the Self-Study Process catalyzed clarity in assessment and how integral it is to our unique approach to development of competent social work professionals.

Utilizing a team-based approach we used these years of self-study as an assessment-based intervention. Indeed, the CCSU Social Work Program has fully integrated the self-study process, transitioning from use of the self-study as a report, to using it as a catalyst in shifting to a comprehensive approach to assessment and integration of assessment during training. This transformed our EPAS Self-Study from a product of accountability to conceptualizing it as a comprehensive intervention to assure we train a competent workforce. We evolved from viewing it as a required assessment standard to a social work training intervention model.

The resultant product, our *2014 Self-Study for Baccalaureate Social Work Program Reaffirmation* is represented by three Volumes.

Volume 1 includes an overview and the required *Reaffirmation Review Brief*, followed by *Chapters 1-4* and associated *Tables* and *Supporting Documents*. Tables are presented throughout *Volume 1*, all referenced by tabs immediately following the associated chapters. We believe this will aid reviewers in easily cross-referencing lengthy competency-specific charts with the required narrative simultaneously.

Throughout *Chapters 1-4 in Volume 1*, references are made to data and / or instruments utilized to collect supporting data, as well as other appendices. These are referenced specifically throughout the *Volume*. All data collection instruments and summary data and reports are contained in *Volume 3 - Appendices*.

Volume 2 contains all course syllabi. All courses are labeled by course number and title and tabbed by course number for reviewer reference.

As described above, *Volume 3* contains all assessment instruments, data and reports. *Volume 3* also contains all other appended supporting documents, and all are labeled for reviewer reference according to the *Volume 3 Table of Contents*.

The CCSU Social Work Program *Self-Study* was accomplished via a team-based approach using co-Chairs to oversee its development, review, writing, assessment and revision. We respectfully submit our process and product for your consideration.

All materials are respectfully submitted on behalf of the Central Connecticut State University Department of Social Work Baccalaureate Program.

Delia J. González Sanders, PhD, MSSW, LCSW
Associate Professor, Chair Department of Social Work & Program Director
CSWE Reaffirmation Self-Study Co-Chair

Gwendolyn J. Adam, PhD, MSW, LICSW
Associate Professor
CSWE Reaffirmation Self-Study Co-Chair

Accreditation Review Brief
Council on Social Work Education
Commission on Accreditation

2008 EPAS

The Accreditation Review Brief is a tool used by the Commission on Accreditation (COA) commission reader to report his or her evaluation of the program. Section 2 of the Accreditation Review Brief lists each accreditation standard (AS), related Educational Policies (EP), and compliance statements. The compliance statements are from the Compliance, Concern, and Noncompliance (C/C/NC) Statements [available on the CSWE website http://www.cswe.org/Accreditation/Reaffirmation.aspx]. It provides statements of compliance, concern, and noncompliance for each Accreditation Standard (AS) and related Educational Policies (EP).

- **Compliance** indicates that the program addressed the minimum requirements for completely and clearly meeting an accreditation standard and related educational policy.
- **Concern** indicates that the narrative addressing an accreditation standard or related educational policy is unclearly and inadequately addressed.
- **Noncompliance** indicates that an accreditation standard or related educational policy statement has not been met and has not been addressed.

The program fills out one accreditation review brief for each program level that is being reviewed for Reaffirmation. The program completes identifying information in Section 1. In the *location* column of Section 2, the program indicates the document name and page number where each compliance statement for an accreditation standard is addressed in the program's self study. The program then emails the accreditation review brief to its accreditation specialist per the instructions in the Timetable for Reaffirmation [available on the CSWE website http://www.cswe.org/Accreditation/Reaffirmation.aspx].

The accreditation specialist emails the accreditation review brief to the COA Commission reader assigned to review the program's self study for Site Team Instructions.

The commission reader types compliance, concern, or noncompliance next to each compliance statement of the accreditation standard in the *C/C/NC* column to report how the program addressed each item. For any compliance statement of an accreditation standard marked concern or noncompliance, the commission reader indicates her or his reasoning in the comments column.

Section 1
In Section 1, the program fills in the identifying information below.

Program			Program Chief Administrator	
University:	Central Connecticut State University (CCSU)		Name:	Delia J. González Sanders, PhD., MSSW, LCSW
Address:	Robert C. Vance Academic Center Room #324 1615 Stanley Street		Title:	Associate Professor Chair, Social Work Department Program Director
City, State:	New Britain, CT 06050-4010		Email Address:	sandersdej@ccsu.edu
Submission Date:	July 30, 2014		Web URL:	www.ccsu.edu/socialwork

Level of Program (check one)	
XXXXXXX	Baccalaureate Degree Program
	Master's Degree Program

Review Brief

Section 2

In Section 2, the program uses the *Location* column to indicate the document name and page number where each compliance item of an accreditation standard can be found in the self study. The commission reader types compliance, concern, or noncompliance next to each compliance statement of an accreditation standard in the *C/C/NC* column to report how the program addressed each item. For any compliance statement of an accreditation standard marked concern or noncompliance, the commission reader indicates her or his reasoning in the comments column.

1. Program Mission and Goals

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 and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

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 (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—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.

Educational Policy 1.2—Program Context
> Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

Accreditation Standard 1.0 Program Mission and Goals
> The social work program's mission and goals reflect the profession's purpose and values and the program's context.

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
1.0.1: [The program] submits its mission statement and describes how it is consistent with the profession's purpose and values and program context.	• Program's mission statement was submitted.	V1 / Ch 1 – Page 6 HBFM Sec. 1		
	• Narrative demonstrated how the program's mission is consistent with the profession's purpose & values and program's context.	V1 / Ch 1- Pages 6 & 7 V1 / Ch 1 / Tab C- Table 1 A		

Section 2

1.0.2: [The program] identifies its goals and demonstrates how they are derived from the program's mission.	• Program goals were identified.	V1 / Ch 1 / Page 7 V1 / Ch 1 / Tab C- Table 1 A HBFM Sec. 1 & Sec II		
	• Narrative demonstrated how program goals are derived from its mission statement.	V1 / Ch 1- Pages 6 & 7 V1 / Ch 1 / Tab C- Table 1 A		

2. Explicit Curriculum

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Educational Policy B2.2—Generalist Practice

    Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies.

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Accreditation Standard B2.0—Curriculum

    The 10 core competencies are used to design the professional curriculum.

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Accreditation Standard

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Compliance Statement

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B2.0.1: [The program] discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

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• Narrative discussed how the program's mission & goals are consistent with core competencies that define generalist practice.

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V1 / ch 2 – page 1-4;

V 1 / ch 2/ tab B / Table 2A

HBFM Section I, II & III

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2. Explicit Curriculum

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Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.
    EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
    EP 2.1.2—Apply social work ethical principles to guide professional practice.
    EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.
    EP 2.1.4—Engage diversity and difference in practice.
    EP 2.1.5—Advance human rights and social and economic justice.
    EP 2.1.6—Engage in research-informed practice and practice-informed research.
    EP 2.1.7—Apply knowledge of human behavior and the social environment.
    EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
    EP 2.1.9—Respond to contexts that shape practice.
    EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
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<td>Accreditation Standard</td>
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<td rowspan="2">B2.0.2: [The program] identifies its competencies consistent with EP 2.1 through 2.1.10(d).</td>
<td>• Program competencies were identified.</td>
<td>V1 / ch 1 / pages 5-6

HBFM Sec I & III</td>
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<td>• Narrative showed consistency of the program's competencies with EP 2.1.1 through 2.1.10(d).</td>
<td>V 1 / Ch 2 – pages 5-6 and supported in all ch 2 pages</td>
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<td>B2.0.3: [The program] provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].</td>
<td>• Measurable practice behaviors that operationalize each competency were provided.</td>
<td>V1 / ch 1 / pages 5-6

HBFM Sec IV, V, VI</td>
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2. Explicit Curriculum

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.4: [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 (EP 2.0).	• Narrative provided a rationale for curriculum design.	V 1 / ch 2 / pages 7-11 HBFM Sec III		
	• Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum.	V 1 / ch 2 / pages 7-11 V 1/ ch 2 / Tab C – Table 2D		

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.5: [The program] describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.	• Narrative described and explained how the curriculum provides the necessary knowledge, values and skills to operationalize each competency.	V 1 / ch 2 / pages 9-11 V 1/ ch 2 / Tab C – Table 2D HBFM IV, V, VI		

2. Explicit Curriculum

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M2.0.1: [The program] identifies its concentration(s) (EP M2.2).	• Each concentration was identified.			
M2.0.2: [The program] discusses how its mission and goals are consistent with advanced practice (EP M2.2).	• Narrative discussed how the program's mission and goals are consistent with advanced practice, which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration.			

2. Explicit Curriculum

Educational Policy 2.1—**Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

EP 2.1.2—Apply social work ethical principles to guide professional practice.

EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.

EP 2.1.4—Engage diversity and difference in practice.

EP 2.1.5—Advance human rights and social and economic justice.

EP 2.1.6—Engage in research-informed practice and practice-informed research.

EP 2.1.7—Apply knowledge of human behavior and the social environment.

EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EP 2.1.9—Respond to contexts that shape practice.

EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy M2.2—**Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M2.0.3: [The program] identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.	• Program competencies were identified.			
	• Narrative showed consistency of the program's competencies with EP 2.1.1-2.1.10d.			
M2.0.4: [The program] provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].	• Measurable practice behaviors that operationalize each competency were provided.			

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M2.0.5: [The program] provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).	• Narrative provided a rationale for curriculum design (foundation and advanced).			
	• Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum.			

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M2.0.6: [The program] describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.	• Narrative described and explained how the curriculum provides the necessary relevant theories and conceptual frameworks, values, and skills to operationalize each competency.			

2. Explicit Curriculum

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect 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 achievement of program competencies.

Accreditation Standard 2.1—Field Education

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
2.1.1: [The program discusses how its field education program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.	• Narrative demonstrated that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice.	V 1 / ch 2 / pages 12-14 V3 / Appendix A8 V 1 / Ch 2 / Tab c / Table 2D HBFM Sec IV, V, VI		
B2.1.2: [The program discusses how its field education program] provides generalist practice opportunities for students to demonstrate the core competencies.	• Narrative discussed how generalist practice opportunities are provided for students to demonstrate core competencies.	V 1 / ch 2 / pages 14-15 V1 / ch 2 / Tab B / Table 2A V 1 / Ch 2 / Tab c / Table 2D HBFM SEC IV, V, VI		

2. Explicit Curriculum

M2.1.2: [The program discusses how its field education program] provides advanced practice opportunities for students to demonstrate the program's competencies.	• Narrative discussed how advanced practice opportunities are provided for students to demonstrate program's competencies.			
2.1.3: [The program discusses how its field education program] provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.	• Narrative discussed how baccalaureate degree students complete a minimum of 400 hours of field education and master's students complete a minimum of 900 hours of field education.	V1 / ch 2 / page 16		

(Continued on next page)

2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
2.1.4: [The program discusses how its field education program] admits only those students who have met the program's specified criteria for field education.	• Narrative discussed how the field program only admits students who meet its specified criteria.	V 1 / ch 2 / pages 16-19		
2.1.5: [The program discusses how its field education program] specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.	• Congruent with the program's competencies, the narrative discussed its written policies, criteria and procedures for: 1. Selecting field settings; 2. Placing and monitoring students; 3. Maintaining field liaison contacts with field education settings; and 4. Evaluating student learning and field setting effectiveness.	V 1 / ch 2 / pages 19-25		

(Continued on next page)

2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
2.1.6: [The program discusses 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 competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.	• Narrative discussed how the credentials and practice experience of its field instructors enables them to design appropriate student learning opportunities to demonstrate program competencies.	V 1 / ch 2 / pages 25-26		
	• Narrative discussed how program's field instructors, for baccalaureate students, hold a CSWE-accredited baccalaureate or master's social work degree.	V 1 / ch 2 / pages 25-26		
	• Narrative discussed how the program's field instructors, for master's students, hold a CSWE-accredited master's social work degree.	V 1 / ch 2 / pages 25-26		
	• Narrative discussed how the program reinforces a social work perspective when field instructors do not hold a CSWE- accredited baccalaureate or master's social work degree.	V 1 / ch 2 / pages 25-26		
2.1.7: [The program discusses how its field education program] provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.	• Narrative discussed how the program orients, trains and dialogues with field settings and instructors.	V 1 / ch 2 / page 27		

(Continued on next page)

2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
2.1.8: [The program discusses 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.	• Narrative discussed how its policies regarding field placements in an agency in which the student is also employed ensures that assignments and field instruction differ from those responsibilities and supervision associated with the student's employment.	V 1 / ch 2 / pages 27-29		

3. Implicit Curriculum

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (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 3.1—Diversity

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.1.1: The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.	• Narrative described specific and continuous effort to provide respect and understanding of diversity (see list in EP3.1) and difference in the learning environment (see list in EP3.1).	V 1 / ch 3 / pages 1-2 V 3 / Appendix D HBFM Introduction, Sec I, III, IV, V, VI		
3.1.2: The program describes how its learning environment models affirmation and respect for diversity and difference.	• Narrative described how learning environment models affirmation and respect for diversity and difference.	v 1/ ch 3 / pages 3-5 v 1 / ch 2 / tab 3 / Table 2D		
3.1.3: The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.	• Narrative discussed specific plans to improve the learning environment to affirm and support persons with diverse identities.	V 1 / ch 3 / pages 5-6		

3. Implicit Curriculum

Educational Policy 3.2—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B3.2.1: The program identifies the criteria it uses for admission.	• Narrative identified the criteria for admission.	V 1 / ch 3 / pages 7-8 HBFM Sec IV, V, VI		
M3.2.1: The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.	• Narrative identified criteria for admission.			
	• Narrative for master's programs included the criterion of an earned baccalaureate degree from an educational institution regionally accredited.			
3.2.2: The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.	• Narrative described the program's process and procedures for evaluating applications.	V 1 / ch 3 / pages 9-10 V 3 / Appendix A1		
	• Narrative described the program's process and procedures for notifying applicants.	V 1 / ch 3 / pages 9-10		

(continued on next page)

3. Implicit Curriculum

Standard	Compliance Statement	Location	C/C/NC	Comments
M3.2.3: BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.	• Narrative described the program's explicit and unambiguous policies and procedures for preventing the repeat of what has been mastered at BSW level.			
	• Narrative described the program's policies and procedures for awarding advanced standing.			
	• Narrative discussed how advanced standing is only awarded to graduates of programs accredited or recognized by the CSWE.			
3.2.4: The program describes its policies and procedures concerning the transfer of credits.	• Narrative described policies and procedures for the transfer of credits.	V 1 / ch 3 / page 11		
3.2.5: 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.	• Written policy indicating that the program does not grant social work course credit for life or previous work experience was submitted.	V 1 / ch 3 / page 11		
	• Narrative documents how applicants informed of policy.	V 1 / ch 3 / page 11		

(continued on next page)

3. Implicit Curriculum

Advisement, retention, and termination				
Accreditation Standard	**Compliance Statement**	**Location**	**C/C/NC**	**Comments**
3.2.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.	• Narrative described the academic and professional advising policies and procedures.	V 1 / ch 3 / pages 12-13		
	• Narrative described how advising is handled by social work faculty, staff or both.	V 1 / ch 3 / pages 12-13		
3.2.7: The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.	• Narrative spelled out how students are informed of criteria for evaluating their academic and professional performance.	V 1 / ch 3 / pages 13-14 (and 14-18)		
	• Narrative spelled out policies and procedures for grievance.	V 1 / ch 3 / pages 14-18		
3.2.8: 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.	• Policies and procedures for termination of a student's enrollment for academic or professional performance were submitted.	V 1 / ch 3 / page 19		
Student participation				
3.2.9: The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.	• Narrative described program's policies and procedures that specify students' rights and responsibilities for formulating and modifying academic and student affairs.	V 1 / ch 3 / pages 20-21		
3.2.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.	• Narrative demonstrated how students are encouraged and provided opportunities to organize in their own interest.	V 1 / ch 3 / pages 21-22		

3. Implicit Curriculum

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio 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, 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.

Accreditation Standard 3.3—Faculty

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.3.1: The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.	• Each full time and part time faculty was identified.	V 1 / ch 3 page 23 V / ch 3 / Tab C (Forms) and Tab D – Table 3A HBFM Introduction & Sec II		
	• Narrative discussed the qualifications, expertise, service and experience (as related to the program's competencies) for each faculty.	V 1 / ch 3 page 23 V / ch 3 / Tab C (Forms) and Tab D – Table 3A		
	• Narrative discussed that faculty who teach practice courses have a CSWE accredited MSW degree and at least two years social work practice experience.	V 1 / ch 3 page 23 V / ch 3 / Tab C (Forms) and Tab D – Table 3A		

3. Implicit Curriculum

3.3.2: The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.	• Narrative discussed how faculty size is commensurate with the number and type of curricular offerings in class and field, class size, number of students and faculty teaching, scholarly and service responsibilities.	V 1 / ch 3 / page 23-24 V 1 / ch 3 / Tab E – Ratio Chart		
	• Narrative provided evidence that full-time equivalent faculty to student faculty ratio is usually 1:25 at the BSW and 1:12 at MSW level.	V 1 / ch 3 / page 23-24 V 1 / ch 3 / Tab E – Ratio Chart		

3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B3.3.3: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.	• Two faculty with full-time appointment principally assigned to the baccalaureate social work program faculty were identified.	V 1 / ch 3 / page 24 HBFM Introduction, & Sec II		
	• Narrative presented evidence that two or more faculty have an MSW from a CSWE accredited program or BSW from a CSWE accredited program and a doctoral degree.	V 1 / ch 3 / page 24 V / ch 3 / Tab C (Forms) and Tab D – Table 3A		
M3.3.3: 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.	• No fewer than 6 full-time principally assigned faculty with a CSWE accredited MSW to the program were identified.			
	• Narrative presented evidence that the majority have a CSWE accredited MSW degree and a doctoral degree.			
3.3.4: 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.	• Narrative described the program's workload policy.	V 1 / ch 3 / pages 25-27 V 3 / Appendix E		
	• Narrative discussed how workload supports the achievement of institutional priorities and its mission and goals.	V 1 / ch 3 / pages 25-27 V 3 / Appendix E		

3. Implicit Curriculum

3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.3.5: 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.	• Narrative demonstrated that faculty engage in ongoing professional development as teachers, scholars, and practitioners in the achievement of institutional priorities and the program's mission and goals.	V 1 / ch 3 / page 28 V 3 / Appendix H		
3.3.6: The program describes how its faculty models the behavior and values of the profession in the program's educational environment.	• Narrative described how faculty model the behavior and values of the profession.	V 1 / ch 3 / page 29 V 3 / Appendices A4 and B4		

3. Implicit Curriculum

Educational Policy 3.4—Administrative 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. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.4.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.	• Narrative described the administrative structure.	V 1 / ch 3 / pages 30-31 V 1 / Ch 1 / Tab B – Organizational Chart HBFM Acknowledgement & Sec I		
	• Narrative showed how the program's administrative structure provides autonomy.	V 1 / ch 3 / pages 30-31		
3.4.2: 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.	• Narrative described how the social work faculty is responsible for defining the program's curriculum.	V 1 / ch 3 / pages 31-32		
3.4.3: 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.	• Narrative described 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.	V 1 / ch 3 / pages 32-33 V 3 / Appendix E – Department By-laws		

3. Implicit Curriculum

3.4.4: The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.	• Social work program director(s) were identified.	V 1 / ch 3 / page 33 V 3 / appendix G1 - CV		

3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B3.4.4 (a): The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.	• Narrative described the BSW director's leadership as a teacher, scholar, administrator and professional social worker.	V 1 / ch 3 / pages 33-38		
	• Narrative documented that the director has a CSWE-accredited MSW or BSW with doctoral degree.	V 1 / ch 3 / page 38		
B3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.	• Narrative documented that the director has a full-time appointment to the social work program.	V 1 / ch 3 / page 38		
B3.4.4 (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 of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.	• Narrative described the institution's procedures for providing assigned time.	V 1 / ch 3 / page 39		
	• Narrative demonstrated a minimum of 25% assigned time at the baccalaureate level.	V 1 / ch 3 / page 39		
	• Narrative demonstrated that this assigned time is sufficient.	V 1 / ch 3 page 39		

3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M3.4.4 (a): The program describes the MSW 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 MSW program director have a doctoral degree, preferably in social work.	• Narrative described the MSW director's leadership as a teacher, scholar, administrator and professional social worker.			
	• Narrative documented that the director has an accredited MSW, preferably with a doctoral degree, preferably in social work.			
M3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.	• Narrative documented that the director has a full-time social work program appointment.			
M3.4.4(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 of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.	• Narrative described the Institution's procedures for providing assigned time.			
	• Narrative demonstrated a minimum of 50% assigned time at the master's level.			
	• Narrative demonstrated that this assigned time is sufficient.			
3.4.5: The program identifies the field education director	• Field education director was identified.	V 1 / ch 3 / page 40 V 3 / Appendix G2 – Leon HBFM Section II		
3.4.5(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.	• Narrative described the field director's ability to provide leadership (practice, field instruction, administrative, academic and professional experience).	V 1 / ch 3 / pages 40-42 HBFM Sec IV, V, VI		

3. Implicit Curriculum

3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.4.5(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 postmaster's social work degree practice experience.	• Narrative documented that the field education director has a CSWE accredited degree and 2 years post BSW or MSW practice experience.	V 1 / ch 3 / pages 42-43		
B3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.	• Narrative described the institution's procedures for providing assigned time.	V 1 / ch 3 / pages 43-44		
	• Narrative demonstrated that field director has 25% assigned time for administrative duties.	V 1 / ch 3 / pages 43-44		
	• Narrative demonstrated that this time is sufficient.	V 1 / ch 3 / pages 43-44		
M3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.	• Narrative described the institution's procedures for providing assigned time.			
	• Narrative demonstrated that field director has 50% assigned time.			
	• Narrative demonstrated that 50% time is sufficient.			

3. Implicit Curriculum

Educational Policy 3.5—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 support learning and professionalization of students and program improvement.

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.5.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.	• Narrative described the procedures for development and administration of a sufficient and stable budget to achieve mission and goals.	V 1 / ch 3 / page 45 V 1 / ch 3 / Tab G / Program Expense Budget		
	• Budget form was submitted.	V 1 / ch 3 / Tab G / Program Expense Budget		
3.5.2: The program describes how it uses resources to continuously improve the program and address challenges in the program's context.	• Narrative described how resources are used to continuously improve and address challenges.	V 1 / ch 3 / page 45		
3.5.3: The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.	• Narrative demonstrated sufficient support staff, other personnel, and technological resources.	V 1 / ch 3 / page 45		
3.5.4: The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.	• Library form was submitted.	V 1 / ch 3 / page 46 V 1 / Ch 3 / Tab F		
3.5.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.	• Narrative described and demonstrated sufficient office and classroom space and/or computer-mediated access.	V 1 / ch 3 / pages 47-48 V 3 / Appendix I - Diagrams		
3.5.6: The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).	• Narrative described access to assistive technology.	V 1 / ch 3 / pages 48-49		

3. Implicit Curriculum

4. Assessment

Educational Policy 4.0—Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
4.0.1: The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).	• Presented the plan (procedures, multiple measures, benchmarks) to assess the attainment of each of the program's competencies as operationalized through measurable practice behaviors, using a minimum of two outcome measures for each practice behavior.	V 1 / ch 4 / pages 1-50; V 1 / ch 2 / Tab C / Table 2D V 1 / ch 2 / Tab D / Conceptual Model HBFM Sec IV, V, VI		
4.0.2: The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.	• Summary data for each practice behavior and outcomes for the assessment of each competency, identifying the percentage of students achieving each benchmark, were provided.	V 1 / ch 4 / pages 10-50; V 1 / Ch 4 / Pages 50-53; V3 / Appendices A1-A11 and B1 – B12		

4. Assessment

	• Narrative adequately described the summary data presented.	V 1 / ch 4 / pages 10-50; V 1 / Ch 4 / Pages 50-53;		
4.0.3: The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.	• Narrative adequately described the procedures employed to evaluate the outcomes and their implications for program renewal. • Narrative described the specific changes made in the program based on specific assessment outcomes.	V 1 / ch 4 / pages 53-58; V 1 / ch 4 / Tab B / Table 4C Data Integratio n Chart		
4.0.4: The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.	• The program provided a copy of Form AS 4(B) for baccalaureate or Form AS 4(M) for master's and documented that the form is available on its website.	V 1 / ch 4 / page 58 V 1 / ch 4 / pages 51-52 V3 / Appendic es B11 & B12		
4.0.5: The program appends copies of all assessment instruments used to assess the program competencies.	• Copies of all assessment instruments used to assess the program's competencies were appended.	V 1 / Ch 4 / page 58-59 V 3 / Appendic es A1 – A11		

Section 3

This section is used by the Commission Reader to recommend instructions for the site visitor(s) and summarize areas of concern.

1. Program Name:

2. Commission Reader Name:

3. Recommended Decision:
    _____ Issue Letter of Instruction with General Questions Only
    _____ Issue Letter of Instruction with Both General and Specific Questions

4. List areas of concern or insufficient information and, for each, cite the relevant Accreditation Standard. For each standard cited, specify what the program provided, what is missing or insufficient, and how you would instruct the site visitor and program to address the concern. Your brief statement will be used to create language for use in the COA decision letter.

    a. Areas of Concern:

Central Connecticut State University
Baccalaureate Social Work Program CSWE Self-Study 2014
<u>**Volume 1 – EPAS Narrative & Supporting Documents**</u>
<u>**Table of Contents**</u>

Chapter 1: Mission and Goals

In order to provide a background working knowledge of the Central Connecticut State University Social Work Department, as well as a context for the current mission and goals, a brief history of the department is provided.

1.A. History of the CCSU Social Work Department: A Context for SW Mission and Goals

In 1977 the planning for an undergraduate major in social work was initiated with the hiring of a single part-time MSW professor teaching three social work courses within the sociology major in the Department of Sociology in the School of Arts and Sciences at Central Connecticut State University. A minor in social work was created in 1980 and with additional faculty hired in1982 the Social Work program B.A. major was created.

The steps towards accreditation by the Council on Social Work Education (CSWE) developed over at ten-year period. In 1994, with CSWE accreditation secured, the Bachelor of Art in Social Work staffed by two full-time and several part-time instructors became a reality. A third social work faculty member was hired in 1995 moving the program forward to the next level.

In June 1994, the CCSU social work program received the first accreditation by the Council on Social Work Education, (CSWE). The years since the initial accreditation have been productive years. The faculty in keeping with the philosophy of CSWE, engaged in an on-going process of self-appraisal, improvement and renewal. The Department name was changed to the "Department of Sociology and Social Work in 1998." During the fall 2000 semester, the Social Work program relocated to new facilities in the Robert C. Vance Academic Center on the CCSU campus. In May 2004, the Social Work Program strategically separated from the department of Sociology, in the School of Arts and Sciences, becoming a separate department, the "Department of Social Work," and was placed with other academic professions in the School of Education and Professional Studies (SEPS). In 2006 the program the social work program received reaccreditation status from CSWE. The Department of Social Work is fully accredited by the New England Association of Schools and Colleges and the Council on Social Work Education.

The history of the Evening/Weekend as part of the overall Program begins in 2008. Based on an invitation by the Central Connecticut Statue University (CCSU) President, Jack Miller, for departments to propose entrepreneurial programs, the Department of Social work faculty surveyed human service agencies, wrote a proposal and developed an extension of its own social work program on weekends. The initial goal of the weekend program was 'to enhance work-force needs of the state through work force development.' This intention was based on the high percentage of both CCSU and social work graduate that remain in the greater Hartford area and CT upon graduation. The BSW program noted a direct connection to and supported at a minimum 6 of the 7 goals of the CCSU 2008 Strategic Plan, (http://www.ccsu.edu/page.cfm?p=278)

Table of Contents

1. Promote student learning
2. Increase persistence, satisfaction and success rates for students
3. Prepare students for productive lives as professionals and citizens and support economic development
4. Enhance and sustain faculty/staff satisfaction
5. Promote global awareness and respect for diversity
6. Gain financial support necessary for a highly regarded public university

This alignment between the program's intended foci and the states University Strategic goals fostered a mutually supportive milieu in which to grow the social work program, accomplishing mission and goals of important to the Department, the University and the greater community. The program was a direct contributor to the success of the Strategic Plan's distinctive elements: Workforce development and community engagement.

Following the program acceptance, two part-time staff members (a faculty to teach and a weekend program coordinator) were hired in 6/2008 to support program development and recruitment. The Baccalaureate of Art in social work 'Weekend Program' at CCSU began enrolling students in September 2008. The program graduated the first student in May 2011.

Based on Program's community need, the initial vision for the weekend program was to provide a path for individuals "working in human services agencies" with the knowledge that most would have basic human service work knowledge. However, the vision expanded to include all interested adult learners, perhaps working full-time or part-time, allowing for the greatest outreach to the most diverse population of learners.

Community colleges found the CCSU social work weekend program an appropriate 'next step' for students graduating with an Associate's Degree in human services from the community colleges and who work full-time jobs therefore need the weekend courses. Another initial weekend program vision was that pre-major and eventually major courses would be offered on Saturday and Sunday. The vision changed as more and more students requested and opted for evening courses.

The Evening/Weekend Program aligns with the CCSU Mission, SEPS Mission, Social work Program Mission, Goals and the CSWE Policy (described in detail in the following sections). The creative entrepreneurial delivery model for the Evening/Weekend social work program provides adult learners with more flexibility to chart their own course through the accredited generalist social program. This is the key to success of the program. To ensure the student's forward movement and to satisfy the unique student learning needs, evening core courses were added to the social work department course schedule beginning in Fall 2012 for both pre-major and major students. In view of the increased interest in evening courses, the name of the program was revised to reflect the new model, "Evening/Weekend Program in the Fall of 2012.

Based on program growth and the Program's ongoing commitment to maintaining compliance with CSWE standards relative to faculty: student ratios, two additional full time tenure track faculty were added in Fall, 2013. With the program's continued growth, a third full time tenure track faculty position was approved for hire in 2014-2015 and is currently being recruited.

As noted, the Evening/Weekend Program is an extension of the current social work program. The same full-time and part-time faculty teaches courses in the regular day program and the evening/weekend program. The same CSWE educational standards are adhered to in all courses. The master course syllabi requirements, assignments, 70-Hour volunteer and senior field work education requirements are structured into the demonstrated learning outcomes. It is important to clarify that students in the regular day program are not restricted from enrolling in the Evening/Weekend courses nor are Evening/Weekend students restricted from enrolling in the regular day program courses. By allowing for student advancement across programs (i.e. student designation of weekend or daytime implies no scheduling restrictions) results in students having options for learning that work best for the individual student learner and their support systems.

The Evening/Weekend program is now earning funds for the department of social work to be used in supporting and ensuring overall program growth, sustainability and inclusion of a diverse state and community agency work force in social work. The social work program is mindful that many of the adult learners and workers in human service agencies are ethnic minorities in need of support of flexible, student-focused programming options for continuation of education.

The CCSU Department of Social Work has evolved over a thirty-seven year period. It has become an exceptional social work undergraduate major in the Connecticut State Colleges and University system (ConnSCU). The social work faculty and staff continue commitment to excellence in social work research, scholarship and Council on Social Work Education (CSWE) and National Association of Social Work (NASW) skill development and competency learning relevant to the social work profession.

Relationships and collaboration for change are the fundamental life-giving forces that promote social justice in the social work profession. Humility and openness to learning is the breath needed to sustain the life-long learning that ultimately foster critical thinking and inquiry leading to vision and strategies for change and success. Since its' early history, the social work department has had the honor of working with many hard working committed individuals. The department has succeeded with the exceptional contributions of individuals who had the generosity of spirit to collaborate in the development of the explicit and implicit curricula. These individuals include all the students, full and part-time social work faculty, CCSU administrators and staff, other supportive faculty from neighbor departments and campuses, visiting guest speakers, field agency instructors, the National Association of Social Workers Connecticut Chapter, social workers working in the field, the advisory board members, and the social work program directors and department chairs. We are grateful to all.

1.B. Department of Social Work Mission within the University and School of Educational and Professional Studies Contexts

The Central Connecticut State University provides the primary educational context in which the Department of Social Work operates. Within the University Structure, several Schools house the academic programs, such as the School of Business, the School of Engineering and the School of Arts and Sciences. The SW Department is housed within the School of Education and Professional Studies (SEPS) (please see *Volume 1 – EPAS - Tab 1B* immediately following this *Chapter 1* narrative for the *University's School of Education and Professional Studies Administrative Structure Flow Chart*).   Thus, mission integration with and reciprocal support by

Chapter 1

both the University and the School of Professional Studies creates the overall educational and administrative context in which the SW Program functions.

This structure and resulting context impact how effectively the Program accomplishes its specific mission and goals, as well as how congruent the social work student experience will be within the larger academic community of CCSU.   As such, the mission and foci for both the University and SEPS are presented below. An analysis of all three missions and program foci (University, School and Department) resulted in noted alignment areas. Categories explicitly stated in all three mission statements and supportive materials demonstrate a strong interconnectedness of mission and intention across this system. These include, but are not limited to:

- commitment to building the state and local workforce;
- cultural and global competence;
- community engagement;
- social change;
- generalist practice;
- outcomes assessment;
- professional dispositions;
- diversity in all aspects of learning;
- policy impact

This nexus of University, School and Departmental Mission provides a mutually reinforcing environment for student development and practice and a shared sense of accountability for graduating students prepared to impact these pivotal areas to social work.

The University mission and elements of distinction are presented, followed by the SEPS Mission and foci, flowing into detailed discussion of the social work Program mission, goals, and integration with the profession.

1.B.1. University Mission

Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

University Elements of Distinctiveness

CCSU identifies the following as distinctive elements within the Connecticut State University system of four constituent universities:

- International Education
- Workforce and State Economic Development
- Community Engagement
- Interdisciplinary Studies and Cross-Curricular Initiatives

1-A: Narrative

Vision

Central Connecticut State University aspires to be recognized for:

• graduating broadly educated, culturally and globally aware students who will contribute
  meaningfully to their communities as engaged professionals and citizens;
• contributing to knowledge through scholarship; and
• fostering societal improvements through responsive and innovative programs.

(http://www.ccsu.edu)

1.B.2. The Mission of the School of Education and Professional Studies

The School of Education and Professional Studies articulates its mission as:

The faculty of the School of Education and Professional Studies constitute a professional school dedicated to the quality preparation of professionals in education and other human service settings. As an integral part of Central Connecticut State University's history and traditions, the faculty in the school embrace the university's mission and commitment to "encourage the development and application of knowledge and ideas through research and outreach activities." Guided by the purpose of preparing leaders for service in diverse communities, it is our mission to provide leadership for:

- *Preparing beginning teachers to serve in the region, the state, and the nation;*
- *Preparing entry level, culturally competent, generalist social workers for practice;*
- *Providing advanced preparation to administrators, teachers, counselors, specialists, and other educational leaders;*
- *Providing advanced preparation to specialists in physical education, counseling, and nursing;*
- *Applying principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioners in the professions;*
- *Developing knowledge, skills, and dispositions necessary for professional practice and community service through learning experiences that are rich in diversity of perspectives, values, attitudes, and beliefs and that are enhanced by active reflection;*
- *Influencing educational and social policies at the local, State, and national levels.*

(http://www.education.ccsu.edu/Departments/SEPS/About_Us.asp)

As part of the School of Education and Professional Studies (SEPS), the SW Mission feeds into the mission of SEPS to *prepare professionals for service in our communities*. Therefore the social work program places strong emphasis on demonstrated student learning outcomes based on competencies and professional mandates required by the Council on Social Work Education (CSWE) and the National Association of Social Workers, (NASW). A Commitment to excellence in professionalism is the hallmark of the social work program at CCSU. The social work program places strong emphasis on the importance of culturally competent social work and trains students in the 10 standards and indicators for cultural competence in social work practice developed by the National Association of Social Workers

(2007). Students are expected to learn, practice and demonstrate the NASW (2007) indicators as they progress from pre-major, to major, senior and graduation status in the program.   This integration aligns with the noted SEPS emphasis on professional development and competence across community settings.

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

The Program Mission embodies the purpose of the social work profession and its values, with a specific emphasis on meeting the unique context in which the program operates. In order to demonstrate this alignment and the fusion of the program mission, goals, context and profession, we developed Table 1A Mission Integration with Program Goals, Context and the Social Work Profession. Please see appended table following the narrative for this chapter under *Tab 1C - "Table 1A – Mission Integration."*

CCSU SW Program Mission

The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context. Students learn culturally competent practice skills with individuals, families, groups, organizations and communities using theoretical and research-informed practice models. Students engage, access, intervene and evaluate client systems applying critical thinking skills in accordance with values and ethical principles of the social work profession. Students advance human rights, and social and economic justice through policy, practice, client self-determination, empowerment, and self-sufficiency with a respect for clients' strengths and resilience.

As demonstrated in *Table 1A (Volume 1 – Tab 1C),* the SW Program Mission embodies and focuses consistently on developing the professional competencies identified by the profession's leadership organizations, including CSWE, NASW, and the NASW Code of Ethics. Together, these demonstrate the profession's foci, needs in its workforce and values. Each portion of the mission is directly consistent with specific core values identified in the profession's Code of Ethics, as well as standards for assuring competency in practice, as articulated by CSWE.

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

The Program Goals articulate how the Program aims to achieve its mission, again embodying the purpose of the social work profession and its values, with a specific emphasis on meeting the unique context in which the program operates. In order to demonstrate this alignment and the fusion of the program mission, goals, context and profession, as stated above, we developed Table 1A Mission Integration with Program Goals, Context and the Social Work Profession. Please see appended table following the narrative for this chapter under *Volume 1 –* immediately following this *Chapter 1* narrative *-Tab 1C - "Table 1A – Mission Integration."*

CCSU SW Program Goals

1. Apply social work ethical principles to guide professional social work practice towards the development of professional identity.

2. Engage in critical thinking to access, intervene and evaluate client systems and practice settings

3. Engage in research-informed practice and practice-informed research with diverse and at risk client systems and practice settings.

4. Advance human rights, and social and economic justice through mastery of social work knowledge and skills in a global context.

5. Advance knowledge and practice of cultural competency through application of learning and engagement of diverse client systems.

6. Analyze, develop, evaluate and advocate for policy to enhance social and economic justice.

As demonstrated in *Table 1A,* the SW Program Goals align directly with the specified elements of its mission. The Goals focus consistently on developing the professional competencies identified by the profession's leadership organizations, including CSWE, NASW, and the NASW Code of Ethics. Together, these demonstrate the profession's foci, needs in its workforce and values which are all targeted by the Program's Goals. Each Goal is directly consistent with specific parts of the Mission, designated core values identified in the profession's Code of Ethics, as well as in keeping with standards for assuring competency in social work practice, as articulated by CSWE.

Further, the Program Goals directly address the National Association of Social Workers (NASW) mandate that social work programs adhere to the Code of Ethics (NASW, 2006) and the Standards for Cultural Competence (NASW,2007). The CCSU social work program goals incorporate the ethical codes and cultural competence standards (as demonstrated in Table 1A). Integrated fully within the curriculum design, these integrated standards of ethics and cultural competence ultimately lead to measure of the Program's mission through student learning outcomes demonstrating the profession's articulated expectations in both the classroom and field settings.

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5/27/2014

Table 1.A. Integrating Program Mission, Goals, Context & Profession

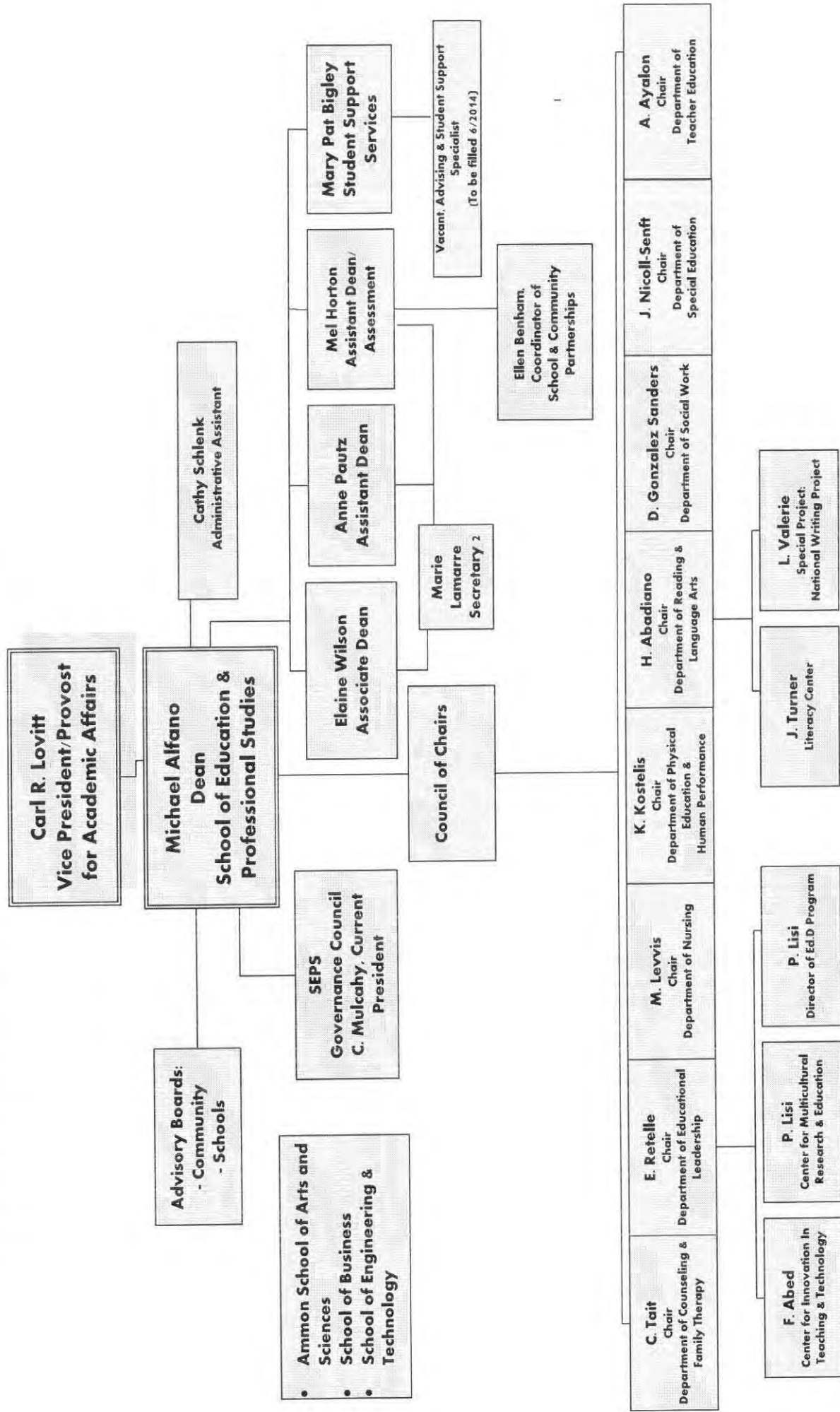| Applicable Portions of SW Mission Statement	Program Goal	How Goal Aligns with Mission & Program Context	How Portion of Mission / goal(s) Align with SW Profession Mission, Values, Competencies
• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.* • *Students engage, access, intervene and evaluate client systems applying critical thinking skills in accordance with values and ethical principles of the social work profession.* • *Students learn culturally competent practice skills with individuals, families, groups, organizations and communities using theoretical and research-informed practice models.* • *Students advance human rights, and social and economic justice through policy, practice, client self-determination, empowerment, and self-sufficiency with a respect for clients' strengths and resilience.*	1. Apply social work ethical principles to guide professional social work practice towards the development of professional identity.	• The program asserts that ethical social work practice involves demonstrated proficiency on all of the CSWE SW competencies • professional identity involves development on all CSWE competencies • the program develops students through multiple field based learning experiences that immerse them in socio, economic, geographic and political context of the Program, University and Region • the racial, ethnic and socioeconomic diversity of the greater Hartford area engages students in development of their professional identity within a practice context that reflects the populations graduates serve, as the majority of all CCSU graduates are employed within the region and CT specifically	**NASW Code of Ethics SW Mission Core Values Addressed:** • service • social justice • dignity and worth of the person • importance of human relationships • integrity • competence. **CSWE Competencies Addressed:** 2.1.1. Identity 2.1.2. Ethics 2.1.3. Critical Thinking 2.1.4. Diversity 2.1.5. Social Justice 2.1.6. Research 2.1.7. (HBSE) 2.1.8. Policy 2.1.9. Context 2.1.10. Engage, Assess, Intervene & Evaluate **NASW Indicators of Cultural Competence (2007) Addressed:** • Ethics and Values • Self-Awareness • Cross-Cultural Knowledge

Table 1.A. Integrating Program Mission, Goals, Context & Profession

	Applicable Portions of SW Mission Statement	Program Goal	How Goal Aligns with Mission & Program Context	How Portion of Mission / goal(s) Align with SW Profession Mission, Values, Competencies
				• Cross-Cultural Skills • Service Delivery • Empowerment and Advocacy • Diverse workforce • Professional Education • Language Diversity • Cross-Cultural Leadership
	• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.* • *Students engage, access, intervene and evaluate client systems applying critical thinking skills in accordance with values and ethical principles of the social work profession.*	2. Engage in critical thinking to access, intervene and evaluate client systems and practice settings	• this goal combines CSWE competencies 2.1.3. Critical Thinking and 2.1.10 Engage, Assess, Intervene and Evaluate, while meeting the definition of ethical practice requiring development on all of the CSWE competencies, leading to the professional identity as a social worker. As such, this one goal addresses four competencies, crucial to the stated mission of the department. • students complete three 70 hour experiential field-based placements prior to their senior year field internship, providing them with three community-based practice site experiences, all located within the area surrounding the Program and directly tied to the context of the Program.	**NASW Code of Ethics SW Mission Core Values Addressed:** • service • integrity • competence **CSWE Competencies Addressed:** 2.1.1. Identity 2.1.2. Ethics 2.1.3. Critical Thinking 2.1.10. Engage, Assess, Intervene & Evaluate **NASW Indicators of Cultural Competence (2007) Addressed:** • Ethics and Values • Cross-Cultural Knowledge • Cross-Cultural Skills • Service Delivery • Professional Education • Cross-Cultural Leadership

Table 1.A. Integrating Program Mission, Goals, Context & Profession

	Applicable Portions of SW Mission Statement	Program Goal	How Goal Aligns with Mission & Program Context	How Portion of Mission / goal(s) Align with SW Profession Mission, Values, Competencies
	• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.* • *Students learn culturally competent practice skills with individuals, families, groups, organizations and communities using theoretical and research-informed practice models.*	3. Engage in research-informed practice and practice-informed research with diverse and at risk client systems and practice settings.	• this goal combines a focus on CSWE competencies 2.1.3. Critical Thinking, 2.1.4 Diversity, and 2.1.6. Research addressing the Program Mission of student development on all of the CSWE competencies, leading to the professional identity as a social worker. As such, this one goal addresses four competencies, crucial to the stated mission of the department. • The Program's context provides multiple field-based practice opportunities for students to practice applying, analyzing and evaluating their own implementation of research-informed practice methods taught in Program courses within a diverse community inclusive of areas of high risk, including: violence, poverty, immigration, trauma, and incarceration.	**NASW Code of Ethics SW Mission Core Values Addressed:** • service • dignity and worth of the person • integrity • competence. **CSWE Competencies Addressed:** 2.1.1. Identity 2.1.3. Critical Thinking 2.1.4. Diversity 2.1.6. Research **NASW Indicators of Cultural Competence (2007) Addressed:** • Cross-Cultural Knowledge • Cross-Cultural Skills • Service Delivery
	• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.*	4. Advance human rights, and social and economic justice through mastery of social work knowledge and skills in a global context.	• this goal combines a focus on CSWE competencies 2.1.1. Identity, 2.1.4 Diversity, 2.1.5. Social Justice, 2.1.7. HBSE and 2.1.9. Context addressing the Program Mission of student development on all of the CSWE competencies, leading to the professional identity as a social worker. As such, this one	**NASW Code of Ethics SW Mission Core Values Addressed:** • service • social justice • dignity and worth of the person

Table 1.A. Integrating Program Mission, Goals, Context & Profession

Applicable Portions of SW Mission Statement	Program Goal	How Goal Aligns with Mission & Program Context	How Portion of Mission / goal(s) Align with SW Profession Mission, Values, Competencies
• *Students advance human rights, and social and economic justice through policy, practice, client self-determination, empowerment, and self-sufficiency with a respect for clients strengths and resilience.*		goal addresses five competencies, crucial to the stated mission of the department. • Support of client empowerment, self-determination, self-sufficiency, strengths and resilience depends on student preparation to operate within the global context • Diverse field sites provide students with exposure to immigration issues and high rates of poverty, consistent with the Program's context. This affords students field-based opportunities to recognize, understand, and impact social justice issues within the Program's immediate context, as well as the global context.	• importance of human relationships • integrity • competence **CSWE Competencies Addressed:** 2.1.1. Identity 2.1.4. Diversity 2.1.5. Social Justice 2.1.7. HBSE 2.1.9 Context **NASW Indicators of Cultural Competence (2007) Addressed:** • Ethics and Values • Self-Awareness • Cross-Cultural Knowledge • Cross-Cultural Skills • Service Delivery • Empowerment and Advocacy • Cross-Cultural Leadership
• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.* • *Students learn culturally*	5. Advance knowledge and practice of cultural competency through application of learning and engagement of diverse client systems.	• this goal combines a focus on CSWE competencies 2.1.1. Identity, 2.1.4 Diversity, 2.1.7. HBSE, 2.1.9. Context, and 2.1.10. Engage, Assess, Intervene & Evaluate, addressing the Program Mission of student development on all of the CSWE competencies, leading to the professional identity as a social worker. As such, this one goal addresses five	**NASW Code of Ethics SW Mission Core Values Addressed:** • service • dignity and worth of the person • importance of human

Table 1.A. Integrating Program Mission, Goals, Context & Profession

	Applicable Portions of SW Mission Statement	Program Goal	How Goal Aligns with Mission & Program Context	How Portion of Mission / goal(s) Align with SW Profession Mission, Values, Competencies
	competent practice skills with individuals, families, groups, organizations and communities using theoretical and research-informed practice models.		competencies, crucial to the stated mission of the department. • the racial, ethnic, socioeconomic, and immigration status diversity of the greater Hartford area engages students in development of their professional identity within a practice context that reflects the populations graduates serve, as the majority of all CCSU graduates are employed within the region and CT, specifically.	relationships • competence **CSWE Competencies Addressed:** 2.1.1. Identity 2.1.4. Diversity 2.1.7. HBSE 2.1.9. Context 2.1.10. Engage, Assess, Intervene & Evaluate **NASW Indicators of Cultural Competence (2007) Addressed:** • Ethics and Values • Self-Awareness • Cross-Cultural Knowledge • Cross-Cultural Skills • Service Delivery • Empowerment and Advocacy • Diverse workforce • Professional Education • Language Diversity • Cross-Cultural Leadership
	• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work*	6. Analyze, develop, evaluate and advocate for policy to enhance social and economic justice.	• this goal combines a focus on CSWE competencies 2.1.1. Identity, 2.1.2 Ethics, 2.1.5. Social Justice, 2.1.6. Research, 2.1.7. HBSE, 2.1.8. Policy addressing the Program Mission of student development on all of the	**NASW Code of Ethics SW Mission Core Values Addressed:** • service

Table 1.A. Integrating Program Mission, Goals, Context & Profession

Applicable Portions of SW Mission Statement	Program Goal	How Goal Aligns with Mission & Program Context	How Portion of Mission / goal(s) Align with SW Profession Mission, Values, Competencies
practice in a global context. • *Students advance human rights, and social and economic justice through policy, practice, client self - determination, empowerment, and self-sufficiency with a respect for clients strengths and resilience.*		CSWE competencies, leading to the professional identity as a social worker. As such, this one goal addresses six competencies, crucial to the stated mission of the department. • Students review policy within the local organizations of their field-based experience, providing them with the opportunity to explore policy issues within the Program's context. • The multiple practice sites experienced throughout a student's matriculation in the program expose students to unique systems in which to recognize, describe, understand and impact social justice issues, serving as a primary vehicle for practice in human rights advocacy using the strengths perspective	• social justice • dignity and worth of the person • integrity • competence **CSWE Competencies Addressed:** 2.1.1. Identity 2.1.2. Ethics 2.1.5. Social Justice 2.1.6. Research 2.1.7. (HBSE) 2.1.8. Policy **NASW Indicators of Cultural Competence (2007) Addressed:** • Ethics and Values • Cross-Cultural Knowledge • Cross-Cultural Skills • Empowerment and Advocacy • Cross-Cultural Leadership

Chapter 2

Chapter 2: Explicit Curriculum

Accreditation Standard B2.0—Curriculum
The 10 core competencies are used to design the professional curriculum.

B2.0.1 *The program discusses how its mission and goals are consistent with generalist practice as defined in*
EP B2.2.

At CCSU, the culturally competent generalist social worker is prepared to engage and work with a variety of client systems, especially those who are socially and economically isolated and populations at risk. The program prepares students to work with the populations at risk in a variety of life-span developmental stages within the State of Connecticut and beyond to the global environment.

Students are trained in social work leadership skills and critical inquiry that advance the profession's knowledge of effective education and practice through research and evaluation. The practice, research and evaluation are prioritized to enhance and sustain the well-being of all individuals, including marginalized men, women, adolescents, children, and older adults. Emphases are placed on student development as competent generalists who also prioritize commonly oppressed populations, including, but not limited to: racially and ethnically diverse populations; persons living with HIV/AIDS, and other health issues; persons with disabilities; refugees and new immigrants; gay men, lesbian women, bi-sexual and transgender individuals living in this region and beyond.

Hence, students are trained to work in a variety of system practice environments and levels of intervention in support of social justice. Students are educated and trained to engage in ethical social work intervention activities that link client systems with the resources necessary to respond and assist in the resolution of micro, mezzo and macro system problems while respecting the dignity and worth of the individual and their right to self-determination. Students are trained to become self-aware, and professionally skilled and culturally competent in conducting needs assessments related to all system sizes functioning in a variety of social work roles.

The CCSU social work program mission and goals, explicit curriculum, implicit curriculum, and assessments are derived from the standards set by the Council on Social Work Education, reinforced through NASW best practices, and curriculum content ensures the generalist social work definition and content are present in teaching, scholarship and service to foster the development of competent social work professionals that will be able to exercise future leadership within the profession. Further, extensive enhancement to Program assessment conceptual model, as described in Chapter 4 of this Self-Study, highlight how the CCSU assessment processes reflect the specific generalist practice standards reflected in its Program Mission, Goals, and Core Competencies.

CCSU Social Work Program Definition of Generalist Social Work

The Central Connecticut State University (CCSU) Social Work Program's definition of generalist social work practice is informed directly by the Educational Policies of The Council on Social Work Education and is anchored in the National Association of Social workers (NASW) mission.

CSWE Educational Policy B2.2—Generalist Practice

> *Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies. www.cswe.org http://www.cswe.org/File.aspx?id=13780*

NASW Mission Statement

> *The primary Mission of the social work profession is to enhance well-being and help meet the basic needs of all people, with particular attention to the needs of those who are vulnerable, oppressed and living in* poverty. http://www.socialworkers.org/nasw/naswbrochure.pdf

These definitions are reflected as multi-element expressions of the knowledge, skills, abilities and values required of the generalist social worker. Thus, the Program conceives of *ethical* generalist practice as involving increasingly competent practice of and ongoing, career-long development on each of these generalist practice definition elements. These elements are presented as integrated with aligning fully with the Program's Mission and Goals in *Table 2A - Integrating Program Mission, Goals, and Elements of the CSWE Generalist Practice Definition (*found in *Volume 1 – Chapter 2 – Tab 2B* immediately following the narrative for this *Chapter 2).*

Within the *Table 2A*, each element of the CSWE generalist practice definition is presented alongside the portion(s) of the Program Mission and Goal(s) where this fusion is demonstrated. There is strong alignment of these elements of generalist practice throughout both the Mission and Goals of the program, demonstrating that the Program achieves its Mission and Goals by developing competent generalist social workers.

The primary elements of the definition are listed below, along with a brief reference to how the program conceptualizes the development of these elements across the program. These are fully aligned with the associated Mission and Goals within *Table 2A*.

The program develops social workers who must demonstrate competency in all areas of the *CSWE generalist practice definition* in order to ethically embody the professional identity of a generalist social worker. These areas of the CSWE definitions include:

- *Grounding in liberal art*s is achieved through Program's General Education requirements as pre-requisites to social work major.
- *Grounding in person and environment construct* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting.
- *Promote human and social wellbeing construct* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting.
- *Use Range of prevention and intervention methods* is developed through classroom experiential activities, achieved through classroom assignments and field-based experiences, and demonstrated through associated assessments in each setting.
- *Practice with individuals, families, groups, organizations, and communities* is developed throughout the pre-major, major and senior field portions of the program, as students complete multiple diverse field-based practice experiences throughout the program and are assessed on these skills within the practice setting each semester.
- *Apply ethical principles in practice* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting.
- *Apply critical thinking in practice* is achieved through classroom assignments and multiple, diverse field-based experiences that reinforce the critical thinking needed to practice competency in diverse settings with diverse populations. Student competency is demonstrated through associated assessments in each setting.
- *Incorporate diversity in practice* is developed in students through multiple, diverse field-based experiences that empower students to practice with diverse populations and diverse settings. Student competency is demonstrated through associated assessments in each setting.
- *Advocate for human rights* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of human rights in context.
- *Advocate for social and economic justice* is developed and achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of social justice

and economic justice issues in context and are able to integrate these back into classroom discussion and assignments.

- *Recognize, support and build on the strengths and resiliency of all human beings* is developed throughout the pre-major, major and senior field portions of the program, as students complete multiple diverse field-based practice experiences throughout the program and are assessed on these skills within the practice setting each semester. Students integrate field-based practice experiences and challenges into the classroom discussion, activities and assignments throughout the program.
- *Engage in research-informed practice* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. Formal research projects are also developed within the required research course (SW 374).
- *Proactively respond to the impact of context on professional practice* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of client context and ways to conceptualize, develop and implement proactive responses across multiple client contexts.

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

Please see section B.2.0.3 directly below for *Table Integrating the Program's Core Competencies* consistent with EP 2.1. through 2.1.10(d). These are presented in an integrated table alongside the practice behaviors defining the operationalized competencies for use in assessing students learning outcomes.

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

The following table presents the Council on Social Work Education (CSWE) Social Work Educational Policy and Accreditation Standards Core Competencies and designated practice behaviors that operationalize the CCSU Program competencies into measurable learning outcomes. The social work program at CCSU utilizes these competencies and practice behaviors across all curricula and assessments for training social work students in the undergraduate program consistent with the CSWE social work education standards, and to promote student learning of the required CSWE standards to prepare a competent generalist social work workforce.

Competency 2.1.1	Practice Behaviors Defining Operationalized Competencies for Use in Assessing Student Learning Outcome
Identify as a professional social worker and conduct oneself accordingly	**Advocate for client access to services**
	Personal reflection and self-correction for professional development
	Attend to professional roles and boundaries
	Demonstrate professional demeanor
	Engage in career-long learning
	Use supervision and consultation

Competency 2.1.2	Practice Behavior Learning Outcome
Apply social work ethical principles to guide professional practice	**Recognize and manage personal values to allow professional values to guide practice**
	Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles
	Tolerate ambiguity in resolving ethical dilemmas
	Apply strategies of ethical reasoning to arrive at principled decisions

Competency 2.1.3	Practice Behavior Learning Outcome
Apply critical thinking to inform and communicate professional judgments	**Draw on multiple sources of knowledge**
	Analyze models of assessment, prevention, intervention, and evaluation
	Demonstrate effective oral and written communication

Competency 2.1.4	Practice Behavior Learning Outcome
Engage diversity and difference in practice	**Recognize how a culture's structure and values may impact privilege and power**
	Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups
	Recognize and communicate understanding of the importance of difference in shaping life experiences
	View selves as learners and engage those with whom they work as informants

Competency 2.1.5	Practice Behavior Learning Outcome
Advance human rights and social and economic justice	**Understand the forms and mechanisms of oppression and discrimination**
	Advocate for human rights and social and economic justice
	Engage in practices that advance social and economic justice

Competency 2.1.6	Practice Behavior Learning Outcome
Engage in research-informed practice and practice informed research	Use practice experiences to inform scientific inquiry
	Use research evidence to inform practice
Competency 2.1.7	Practice Behavior Learning Outcome – Field Seminar
Apply knowledge of human behavior and the social environment	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
	Critique and apply knowledge to understand person and environment
Competency 2.1.8	Practice Behavior Learning Outcome
Engage in policy practice to advance well-being and deliver services	Analyze, formulate, and advocate for policies that advance social well-being
	Collaborate with colleagues and clients for effective policy action
Competency 2.1.9	Practice Behavior Learning Outcome - Field Seminar
Respond to contexts that shape practice	Discover, appraise, and attend to changing contexts to provide relevant services
	Provide leadership in promoting changes in service delivery and practice to improve service quality
Competency 2.1.10a	Practice Behavior Learning Outcome
Engagement	Substantively and affectively prepare for action at all levels of practice
	Use empathy and other interpersonal skills
	Develop a mutually agreed-on focus and desired outcomes
Competency 2.1.10b	Practice Behavior Learning Outcome
Assessment	Collect, organize, and interpret client data
	Assess client strengths and limitations
	Develop mutually agreed-on intervention goals and objectives
	Select appropriate intervention strategies
Competency 2.1.10c	Practice Behavior Learning Outcome
Intervention	Initiate actions to achieve organizational goals
	Implement preventions intervention that enhances client capacities
	Help clients resolve problems
	Negotiate, mediate and advocate for clients
	Facilitate transitions and endings
Competency 2.1.10d	Practice Behavior Learning Outcome
Evaluation	Critically analyze, monitor, and evaluate intervention

Reference: Council on Social Work Education, (2008)

Chapter 2

The CCSU Program formal curriculum provides a coherent and integrated curriculum for both classroom and field throughout the Program, based upon three core rationale for curriculum design: competency immersion structure; field-based experiential training throughout the Program; and, comprehensive competency development accountability through ongoing assessment by self and others. Each is described briefly below.

B2.0.4.A. Competency Immersion Structure:

In 2008, the Commission for Accreditation (COA) and the Commission for Curriculum and Educational Innovation (COCEI) Council on Social Work Education (CSWE) outlined core competencies that are common to all social work practice and revised the Educational Policy and Accreditation Standards (EPAS) required for the department of social work (CSWE, 2008b). In adherence to the CSWE mandates, the CCSU social work program utilizes a competency-based outcome approach as its rationale and overall structure for curriculum design.

The Program has adopted a *competency immersion* structure as a rationale that guides all aspects of classroom and field curricula design, resulting in the competencies themselves serving as a primary vehicle for linking classroom curricula directly to field curricula and practice. Specifically, all aspects of courses and field work at all levels, including objectives, assignments, readings, lectures, and other activities, are linked specifically to the competencies and practice behaviors they aim to address. This is done in course conceptualization, development, practical design and assessment, as well as all course materials and assessment instruments.

Students experience this competency immersion as the core structure through which all Program content is understood and motivated beginning at the pre-major status, prior to even applying to the social work major. As such, students are exposed to and trained in the competency structure in social work specific pre-requisite courses, and students have multiple immersion exposures to the competencies prior to assembling their Application to the Major Portfolio. This is a crucial aspect of curriculum rationale, as the faculty assessment rubric for the application to the major is directly linked to the competencies as well. (Please see *Volume 3 - Appendix A1 - Application to the Major Faculty Assessment Rubric*). This focus on competencies in assessment tools and processes is further described in section B2.0.4.C on competency accountability presented below.

As part of this competency immersion, the syllabi describe and explain how each competency is linked to and assessed by the competencies' operationalized definition, conceptualized as practice behaviors. Competency-based education is an outcome performance approach to curriculum design and assessment focused on student outcomes based on practice behaviors that a student must learn and be able to demonstrate both in the classroom and in the field agency settings (CSWE, 2008). All syllabi contain a "Connecting CSWE Core Competencies by Assignment Matrix." *(Please see Volume 2, Syllabi)*. Multiple other core parts of the syllabi explicitly link to the competencies / practice behaviors, including, but not limited to: content outlines, chapter readings, assignment descriptions, and course assessments tools. Additionally, *Table 2D* (found in *Volume 1* – immediately following this *Chapter* 2 narrative – behind *Tab 2C – Table 2D*) demonstrates how each competency / practice behavior is integrated into the

curriculum courses, courses assignments, field work, including pre-major, major and senior field levels, and other assessment measures across the program.

The syllabi are utilized as the primary navigation tool for each course, empowering this primary source of immersion to steep students in the competencies and how they manifest in social work literature, activities, and assignments throughout their training. Similarly, these translations and applications (i.e. assignments into practice behaviors they address and assess) reinforce the competencies as the bridge to their preparedness for field practice. For each field experience (the four semesters before senior field and then the two semesters of senior field), students are solely assessed on their demonstration of the competencies / practice behaviors. This facilitates a direct connection between classroom and field in that the practice of immersion in the competencies for understanding the course becomes students' independent understanding of their expected and delivered performance in the field setting. As a result, students become adept at understanding the core competencies as the key lens through which their identity as professionals is developing.

B2.0.4.B. Primacy of Field-based Experiential Training throughout the Program

A second core rationale for formal curriculum design is the *primacy of experiential learning in developing professional competencie*s. Described above, students complete field-based practice during six semesters of the Bachelor's program (SW 226, SW227, SW360, SW361, SW450, and SW452). This results in a minimum of 5 hours per week, (70 hours per course) of field based practice for four semesters prior to students' senior field experience. The results in students' practice of and assessment on the competencies / practice behaviors for 280 field-based practice hours prior to beginning their formal senior field experience. In senior field, students complete an additional 400 hours of field-based practice for which they are assessed based solely on the competencies / practice behaviors.

This field-based requirement across six semesters facilitates student translation of classroom learning into the field setting in real time, and allows students to create meaningful processing of their field experiences in the classroom while learning the theory, research and skills of social work. The curriculum prioritizes this translation and the developmental trajectory associated with competency development. Specifically, this rationale for field-based practice promotes students' exploration of diverse practice sites and populations, an important aspect of developing as a generalist social work professional.

This rationale for field-based experiential training is also consistent with the CSWE standard of field serving as the "signature pedagogy" for social work training. While in many programs this is conceptualized in the final months in training, the CCSU Program utilizes these standards in planning and developing curricula beginning at the pre-major level. As such, before students apply to the program, they experience this experiential approach to learning that is a hallmark of professional social work training. This supports informed student self-selection / self-determination prior committing to the rigors of the application process and also provides key field-based assessment feedback on the developmental potential for professional social work that is utilized by faculty in the application review process.

B2.0.4.C. Comprehensive Competency Development Accountability through Ongoing Assessment by Self and Others.

A third rational for the Program's curriculum design involves comprehensive competency development accountability through ongoing assessment by self and others. In order to assure the curriculum is effectively developing student competency, the Program has adopted a continual assessment model that tracks student trajectory on the competencies and practice behaviors across all semesters of study. Further, this assessment process invokes both self and other assessment deliberately to engage students in accountability for their own development on the competencies. Please see Chapter 4: Assessment for an in depth discussion of the full assessment model.

Creating opportunities for students to self-assess in parallel time to supervisor assessment in the field setting and instructor assessment in the classroom setting triangulates data from diverse sources and evaluators into a coherent picture of student competency development. Typically in curriculum design, assessments are primarily utilized to measure how effective the curriculum is / was in affecting change in knowledge, behaviors or skills. The CCSU Program rationale expands this to incorporate continual student assessment as part of the training intervention itself, and, therefore, a part of the formal curriculum. Student self-assessment on the competencies / practice behaviors semester after semester alongside supervisor assessment invokes self-reflection, critical thinking, communication and use of supervision as key skills in completing the requirements successfully. In this way, assessment of individual student learning outcomes is heavily emphasized as a measure of program impact (traditional), as well as an *intervention in building multiple competencies*. This intervention serves as another key curriculum integration of classroom and field throughout the student's matriculation through the program.

Please See *Chapter 4 – Assessment* for additional overview of all assessment processes and how these demonstrate curricula integration and assessment measures for each competency / practice behavior.

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

The CCSU Program social work student competencies are operationalized as measurable practice behaviors that are composed of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in generalist practice with individuals, families, groups, organizations, and communities (CSWE, 2008). Student demonstrated learning outcomes are assessed in each core course, each semester, through multiple measures of each competency and its associated practice behaviors. Please

The CCSU social work program mission and goals, explicit curriculum, implicit curriculum, and assessments are derived from the standards set by the Council on Social Work Education, reinforced through NASW best practices. Program curricula ensure each of the core elements of the generalist social work definition are translated into the knowledge, skills and values needed in order to ethically practice as a social work generalist. Curriculum content develops and reinforces associated knowledge, skills and values through teaching, classroom experiences, and field based practice for students.

These definitions are reflected as multi-element expressions of the knowledge, skills, abilities and values required of the generalist social worker. Thus, the Program conceives of *ethical* generalist practice as involving increasingly competent practice of and ongoing, career-long development on each of these generalist practice definition elements. These elements are presented as integrated with aligning fully with the Program's Mission and Goals in *Table 2A - Integrating Program Mission, Goals, and Elements of the CSWE Generalist Practice Definition (EP B2.2). (Table 2A is located in Volume 1 – Chapter 2 behind Tab 2B.)*

Within the Table 2A, each element of the CSWE generalist practice definition, an expression of the knowledge, values and skills, is presented alongside the portion(s) of the Program Mission and Goal(s) where this fusion is demonstrated. There is strong alignment of these elements of generalist practice throughout both the Mission and Goals of the program, demonstrating that the Program achieves its Mission and Goals by developing competent generalist social workers through development of students on these core knowledge, values and skills areas. Further, the Table 2A links directly the Program Competencies / Practice Behaviors with the associated generalist practice definitions elements, demonstrating how these expressions of the knowledge, values and skills are implemented throughout the program.

In order to illustrate how this integration of content, practice behaviors, mission and goals manifests in the program, the following paragraphs articulate the Program intentions and rationale.

By requiring social work major students in the program to commit themselves to actual social work practice in the core major courses, students tend to: build stronger ethical practice habits; gain more professional confidence; experience directly multiple aspects of diversity in setting and population groups; and, engage in more hands-on experiences in human services agencies. The fieldwork provides students with more time to gain self-awareness of professional development. Students at the major level are encouraged to engage in direct client work by completing course assignments with social workers or other human service personnel who are providing assistance to individuals, families, organizations and communities in need. They are also encouraged to build a supervisee/supervisor relationship with field instructors to better develop their professional role in fieldwork.

As a result, social work students increase their professional competency by practicing skills grounded in social work content presented in the classroom. They learn to understand the differences in the application of social work theory by practicing in a variety of human service agencies. Expectations include students' demonstrated increase in understanding of social justice issues and ways in which basic human rights, adequate standard of living, healthcare and education are not distributed equitably and without prejudice. Similarly, students are asked to demonstrate the use of their practice experiences to inform research inquiry and to study and / or employ evidence-based interventions.

Students are engaged in the practice of self-reflection while developing generalist practice knowledge, values and skills, and engage in discourse with field instructors and course instructors to enhance their capacity on this key aspect of professional development. Students must also be able to demonstrate professional demeanor in behavior, appearance and communication to embody the generalist practice elements.

Ultimately, students demonstrate an ability to critically think about the core competencies discussed throughout their training in the classroom and in field settings. Students repeatedly practice recognizing and articulating how competencies are applied to and demonstrated in the practice setting.

In addition, the Program's Assessment Conceptual Model, presented fully in Chapter 4 – Assessment (please see an additional copy of the *Program Assessment Conceptual Model Graphic in Volume 1 – Chapter 2 – Tab 2D - Figure 1 – Program Assessment Conceptual Model immediately following this chapter) graphically depicts how* the program assesses the development on knowledge, values and skills throughout the program, utilizing triangulated data. The program implements the operational definition of its competencies (i.e. practice behaviors) as the primary measure of assessment across multiple types of assessment (application based; cohort-based; self-assessment; field-based assessment; faculty rubric-based assessment, etc.). As such, all measures of accountability in the program are interpreted through the operational definition of the competencies, including, but not limited to how students are assessed in: mastery of course content (assignments); practice in the field setting (70 hours placement and senior field supervisor evaluations); accountability for their on development (self-assessment); as well as appropriateness for the profession and senior field (faculty portfolio assessments).

In order to demonstrate this implementation of the operationalized competencies relative to the knowledge, values and skills across the program, *Table 2 D* depicts where the content is developed and assessed (courses and assignments); how it is assessed (specific assignments and other assessment instruments), recognizing that each of these assessments is ultimately measuring the operationalized practice behaviors.

B.2.1.A. Introduction to the CCSU Field Education Experience

This section will present a comprehensive overview of field education, the signature pedagogy of the Department of Social Work at Central Connecticut State University (CCSU). In order to obtain an accurate representation of current field education practices, as well as valid historical and developmental perspectives of field education at CCSU during this accreditation cycle, key informants were interviewed using a snowball sampling method of qualitative research. This method was selected to provide a longitudinal view of field education as it has evolved under the leadership of several administrative faculty personnel who served in the role of Field Education Coordinator for the Program. Information in this section was obtained from the current Field Education Coordinator, Dr. Joanne Leon, (2013-2014), as well as former Field Education Coordinators, Catherine Gentile-Doyle, (2012-2013), and current Department Chairperson and previous Field Coordinator, Dr. Delia Gonzalez Sanders (2011-2012). Field Education Coordinators prior to 2011 were unavailable for interviews. Information was also collected from a review of three editions of the *Student Handbook & Field Education Manual* (2005, 2009, and 2014). Please see the current complete version of the *Student Handbook and Field Education Manual* in *Volume 3 - Appendix J.*

Field Education is entering its 25th year at the CCSU Department of Social Work. The Program has experienced considerable expansion, both in the number of students experiencing pre-senior field experiential placements (70 hour field based experience in SW 226, SW 227, SW 360, SW 361) and senior placements (SW 450, SW 452), as well as in the number of agencies committed to partnering with CCSU in training social work majors. Although the Department of Social Work was first CSWE accredited in 1994, its field education has been fully operational since 1980. Currently, 40-45 seniors are placed in the field each semester to train under the supervision of 37 Field Instructors.

B.2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

The field education program in the Department of Social Work at Central Connecticut State University (CCSU) has a long and respected 20 year history of providing students with opportunities to implement generalist practice in diverse human service or human service related organizations. First accredited by the Council on Social Work Education in 1994, the field education program has developed long-standing partnerships with over 30 agencies throughout the State of Connecticut. The field education program's enduring partnerships with community organizations affords its social work students valuable and challenging experiences in the field that link theoretical and conceptual knowledge to the practical arena of the practice setting.

The Social Work Department at CCSU requires pre-social work majors to complete two semesters of volunteer experience prior to admission to the major. Students interested in entering the field of social work must complete a minimum of 70 hours per semester or five hours per week in a human service or human service related agency. The policies and procedures for

completion of the 70 hour volunteer experience have seen minimal changes since 2005. The Statement of Understanding was developed in 2014 to clarify the role of the student, the supervisor and the agency during the 70 Hour Volunteer Placement. A background check of each student is now required prior to the volunteer experience. Please see *Volume 3 – Appendix J - Student Handbook and Field Education Manual* for a detailed description of all related policies, procedures and forms.

The volunteer experience, among other objectives, serves to enhance course content through experiential opportunities, and to increase student knowledge and exposure to the broad spectrum of social services in the social work field. While taking foundation courses, these field experiences enable them to integrate "live" social work experiences into in-class assignments and class discussion. The objectives of the 70 hour volunteer experience include:

1. Test career interest in the field
2. Become familiar with a social welfare agency.
3. Observe or interact with diverse clients that social workers serve
4. Begin to develop interpersonal skills
5. Develop professional attitudes and behavior about work
6. Connect student field experience with course content
7. Begin to understand clients' right to self-determination
8. Demonstrate ability to maintain appropriate social work boundaries
9. Demonstrate ability to understand and respect confidentiality and any related exceptions
10. Demonstrate beginning understanding of eligibility, intake, and referral process

In their senior year, students in the CCSU Social Work Department are required to participate in the field education generalist practice experience (SW450 Field Practicum I and SW452 Field Practicum II). During 400 hours over two semesters, students work with field instructors to continue development of the CSWE core competencies through a negotiated contract reflected in the *Field Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric*. *(Please see Volume 3 – Appendix A8 to review this senior field contract and evaluation tool).* This rubric, modified as part of the Self-Study process and re-introduced in the Fall, 2013, semester, replaced the *Learning Contract of the Senior Experience*. The current tool was designed to ensure the application of theoretical and conceptual knowledge in the language and definitions of the Core Competencies and revised to include only the designated practice behaviors assessed by the program. A full description of this revision process, rationale and results in discussed in *Chapter 4 – Assessment*. The tool guides the students, field instructors and course instructors in creating practice opportunities for students to implement evidence-informed practice within the field education experience.

The formal nexus that provides the link between the theoretical and conceptual classroom knowledge and the practical world of the agency is the Field Practicum Seminar I and II (SW451, SW453). Taken concurrently with the field placements during the two semesters of the senior year, the field practicum, also known as "field seminar," affords students the opportunity to simultaneously apply the theory that is learned in the classroom to the practice setting, and to connect practice experiences to social work theory through academic and scholarly assignments.

All assignments in the field seminars are based on the ten CSWE core competencies. Students are expected to complete multiple assignments related to field experiences, thereby increasing their understanding of the theoretical and conceptual underpinnings of social work practice. In addition, students are required to utilize evidence-informed practice by researching the most effective interventions, as well as, assessing the outcomes of the chosen interventions. Assignments include, but are not limited to: 1) Students design, implement, and assess the outcomes of a small group, based on the needs of the agency, 2) Students conduct a literature search to analyze scholarly evidence on a topic related to their field practice, 3) Students conduct a systems analysis on a client or client system in their field placement, 4) Students submit process recordings demonstrating the application of theories and interventions.

B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

At CCSU, students develop generalist practitioner competency, encompassing knowledge, skills and values that conceptualize life as dynamically impacted by and interwoven with historical, social, political, and economic forces and contexts. Students engage, assess and intervene, in a variety of practice environments and levels of intervention throughout the Program. Faculty educate and train social workers to engage in a range of research-informed practice methods that link client systems with the resources to promote human and social well-being in actual social practice settings. Students develop competencies necessary to be able, for example, to conduct needs assessments related to all system sizes: individuals, families, groups, organizations and communities. These examples demonstrate the generalist practice core elements in motion in the program. Please see Section B.2.0.1. above for an in-depth discussion of the core elements of the generalist social work practice definition and how these are integrated with the Program Mission, Goals, CSWE Competencies, and NASW Cultural Competence practice. Further, these are articulated in Table *2A* (located in *Volume 1 – Chapter 2 – behind Tab C).*

In order to assure ample generalist practice experiences for students to develop and demonstrate their competency on the Program's practice behaviors, the Program requires pre-major students enrolled in both pre-major courses SW226 Social Welfare Policy and Services I and SW227 Human Behavior and the Social Environment I, to complete a minimum of 70-hours of experiential practice in a field setting in each course. The minimum of 70-hour averages to approximately 5-hours of volunteer field work per week in a human service agency, where student demonstration of practice behaviors is evaluated by the field-based instructor.

By requiring pre-major students in the program begin to commit themselves to actual social work early on in their academic education, students tend to engage in hands-on experiences in human services agencies more readily and utilize this early experience to capitalize on learning experiences within their senior field experiences later in the program. Students are encouraged to shadow or work with social workers or other human service personnel who are providing assistance to individuals, families, organizations and communities in need, while completing these field-based experiences in SW 226, SW 227, SW 360 and SW 361, all prior to their formal

senior field internship. Please see a full description of all policies and procedures relative to these practice experiences in *Volume 3 - Appendix J - Student Handbook and Field Education Manual.*

As a result of this requirement, beginning pre-major social work students are grounded in social work practice opportunities and observation while they are learning the foundations of the discipline. They learn to see what social work in a human service agency might be like and are exposed to multiple diverse settings and highly diverse population groups. Through these field based experiences, students are better able to recognize and understand what developing generalist practice include and are able to understanding the core competencies discussed in the classroom through lived practice examples.

Because the learning environment in the classroom fosters growth in beginning learners, students are able to discuss their experiences in the field work with the course instructor and peers. This tends to enhance learning for everyone. Questions that students might have in the initial exposure to social work are welcomed in the classroom and are part of the faculty and student critical inquiry discourse. Helping students make meaning of their initial social work experiences, enhances commitment to continual self-reflective professional development.

These generalist practice experiences serve to enhance course content through experiential opportunities and to increase student knowledge and exposure to the broad spectrum of social services in the social work field. Students experience a "living field work lab" while taking foundation courses and beginning social work major courses, enabling them to integrate the field work experience into in-class assignments and class discussion.

At the more advanced level, these field experiences are continued throughout the senior year in the senior field placement experience. Here, students complete a minimum of an additional 400 hours of field based experiences. As a result, throughout their entire training experience in the CCSU Program, students are actively engaged in generalist social work practice experiences. All of these field-based experiences ultimately provide students opportunities to demonstrate their proficiency and areas for further growth on all of the Program's practice behaviors. A parallel process of assessment takes place, as students self-assess on the practice behaviors they demonstrate in field experiences each semester and their field supervisor evaluates them on these same practice behaviors. Please see *Chapter 4* – Assessment for an in-depth discussion of these assessments, along with results.

As discussed in the curriculum rationale in section B.2.0.4, the creation and assessment of generalist social work practice experiences in the field setting is a pillar of the CCSU social work Program. In order to assure senior field placements provide specific opportunities for students to practice each of the competencies / associated practice behaviors, the Program developed a *Field Instructor Assessment of Competency Practice Opportunities in the Field Placement* (Please see *Volume 3 – Appendix A10* to review this survey). Each year, field instructors complete a survey assessing the amount of and how often available experiences within their agency are for students to practice each of the practice behaviors. This informs the field office of placement practice profiles and assures that field instructors stay cognizant of the expectation that senior field students have opportunities to practice and demonstrate each of the practice behaviors during their field internship.

Following the four courses (SW 226, SW 227, SW 360, and SW 361) where students complete 70 hour experiential field-based volunteer placements, for a total of 280 hours of field practice, they apply to complete their formal senior field internship experience. A student's senior field education experience covers two consecutive semesters realized in her/his last year at CCSU. A student must complete a minimum of 14 hours per week each semester, totaling a minimum of 200 hours per semester. Field instructors maintain a log of field education hours for each student to ensure the completion of the required hours of field education.

The Senior Field Education Generalist Practice Experience Evaluation specifies the days and the hours the student will practice in the field. Completed at the start of each semester, the Senior Field Education Generalist Practice Experience Evaluation also serves as an individualized educational plan developed by the student, the field instructor, and the CCSU Social Work Department to ensure the fulfillment of at least 400 hours in the agency. Please see the *Student Handbook and Field Education Manual* in *Volume 3 - Appendix* J for additional details on the policies and procedures of the field experience.

B2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

The multi-step selection process for the senior field education experience is outlined in the *Student Handbook & Field Education Manual* in *Volume 3 - Appendix J – Admissions.*

B.2.1.4.A. Requirements for Admission to Senior Field:

Criteria for acceptance into the senior field experience rests on the completion of academic requirements, as well as the fulfillment of the 70 Hour Experiential Field requirements in the pre-senior field courses. A student must have attained a grade point average of 2.0 in general education classes and a grade point average of 2.5 in all social work classes. All general education class (44-46 credits) must be completed, including four required general education classes: Introductory Biology (BIO111); American Government &Policies (PS110) or American State and Local Government (STII); Principles of Economics 1(ECON200); Statistics for Behavioral Sciences (STAT 215).

An applicant must also have completed a minimum of 70 hours per semester, or five hours per week volunteering in a human service or human service related area taken concurrently with required social work courses: Social Welfare Policy and Services 1(SW226); Human Behavior and the Social Environment 1 (SW227). In addition, the student must also receive a benchmark score of 2.5 or above (based on a 4 point Likert scale) on the Evaluation of the 70 Hour Field Experience that is completed by field supervisors each semester.

B.2.1.4.B. Senior Field Admission Process

Step 1: Students are required to attend a field orientation session during the third week of the semester prior to their first field education experience. Field policies and admission procedures are discussed.

Step 2: Students submit a Senior Field Application Portfolio of application materials by October 1st or March 1st of the semester prior to the start of the field education experience. The portfolio includes:

A. Cover page
B. Table of contents
C. Application to field education experience
D. Academic transcripts
E. Evidence of participation in experiential field based activities - Evaluation of 70 Hour Volunteer Experience
F. Social work course syllabi and assignments
G. Documentation of workshops, training, and/or conferences attended
H. Current resume
I. NASW Code of Ethics
J. NASW Standards or Cultural Competency Standards
K. Degree evaluation - documentation that all general education and social work courses have been completed.

B.2.1.4.C. Review of Senior Field Portfolio and Assessment for Admission

The field education coordinator together with the Department Chairperson reviews the portfolios in the fall and spring semesters and select qualifying students. Please see Chapter 4 – Assessment for a detailed discussion of this review process, as well as *Volume 3 – Appendix A2*- for the *Senior Field Application Portfolio Faculty Assessment Rubric.* Senior Field Application portfolios are assessed for completeness, quality, and potential for competent demonstration of the practice behaviors within the field setting according to the detailed rubric. This ensures a standardized assessment of student application to senior field and a way for faculty to assess student appropriateness for practice at this level.

The admission process to the senior field education experience has witnessed two revisions to the application process. In the fall semester of 2012, students were no longer required to submit a personal narrative as they were previously. Similarly, in the fall semester of 2013, the requirement of a case study analysis was omitted from the admission process. The decision to eliminate the personal narrative and the case study analysis was determined by assessing value of these two documents as predictors of student readiness for senior field education. The Department Chairperson and Field Education Coordinator concluded that the 70 Hour Experiential Field Volunteer Experience Evaluations served as a more effective measurement of a student's preparedness to meet the challenges of senior field education. The modifications and enhancements to the assessment process provided a platform for maintaining high quality of students review while streamlining the student and faculty experience of the senior field application process.

The current assessment model provides multiple external evaluations of student demonstration of practice behaviors within the field setting, along with students' self-assessment and field instructor assessment of opportunities available within the senior field setting. As such, the Program now has an enhanced capacity for assuring preparedness and appropriateness of students to enter the senior field experience, and a more customized way to assure students are

placed in settings offering the practice experiences they most need to develop. Please see Chapter 4 – Assessment for a more in depth discussion of how this assessment process has evolved to provide additional detail and specificity in this review process.

Please see *Volume 3 - Appendix J - Student Handbook and Field Education Manual* for detailed information on eligibility criteria, the portfolio, portfolio review and student placement information.

B.2.1.4.D. Procedure for Senior Student when the student is Ineligible for Admission to Senior Field Education

In order to further assure only appropriately prepared students are accepted into Senior Field and to provide clarity to students relative to these expectations, the *Student Handbook and Field Education Manual* specifies the "Procedure for Senior Student when the student is Ineligible for Admission to Senior Field Education based on C- or lower Social Work Course grades, below 2.5 benchmark overall mean in 70-Hour volunteer evaluations, or below GPA of 2.5 in the Major." This procedure is as follows:

> *When students are determined ineligible to move forward into senior seminar and senior field, students will be informed during an advising interview with the Field Education Coordinator.*
>
> *Students who are found ineligible to move forward into senior seminar and senior field work are informed of the areas that need work and a plan is established to help the student move forward.*
>
> *Together, the student and Field Education Coordinator strategize to create a plan of action to target areas and requirements that are preventing the student from advancing in order to help the student advance. The plan will include use of campus support resources to assist the student.*
>
> *Once the plan is established, the student is given a specific time frame to complete the requirements.*
>
> *The areas in need of work determine whether the senior student will need to reapply to senior field or if the student simply has to submit additional material. The Field Education Coordinator will make the decision.*
>
> *Advancement is dependent on the areas of work and the ability of the student to complete the requirements of the negotiated plan.*
>
> *If the student and Field Education Coordinator are unable to identify a plan for advancement, the Field Education Coordinator will refer the student in need to the department chairperson. Together the student, Field Education Coordinator and*

Department Chairperson will identify the most appropriate course of action to enable the student to move forward and be successful at CCSU.

If the student continues to be ineligible the following semester, the student will be provided with options for academic advancement in other majors of interest. The student will also be advised of the CCSU Grade Appeals Policy procedure in the event that the student desires to appeal the grade in previous courses.

B.2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

Policies, procedures and criteria for field agency selection, student placement and progress monitoring, maintaining contact between field liaison and field education agencies, as well as evaluations of student learning outcomes are all clearly outlined in the *Student Handbook and Field Education Manual,* Appendix **, that each student receives upon entering the major. A brief overview of each is presented below.

B.2.1.5.A. Procedures for Selecting Field Settings

A field education agency is a human service or human service related organization where students complete their senior field experience. The CCSU Department of Social Work approves agencies on the basis of professional standards, variety of services, commitment to groups, distinguished by, but not limited to, ethnic and racial diversity, economic oppression, gender, sexual orientation, and a commitment to social work education.

The Social Work Department at CCSU is honored to have longstanding partnerships with over 30 human services or human service related agencies in the State of Connecticut that offer field education experiences in the areas of child welfare, social services, school social work, substance abuse and addiction, and medical social work. The fact that several agencies continually request multiple students attests to the excellent working relationships between field agencies and the field education program.

Criteria for Selection and Responsibilities of Senior Field Education Experience Agencies

1. Demonstrates a commitment as a partner in professional education for social work

2. Provides an environment by which the purposes, values, and ethics of the social work profession are replicated.

3. Demonstrates a focus on diversity among its staff and service programs with demonstrated attention to potentially vulnerable and/or populations at risk

4. Provides a variety, quality, and quantity of culturally appropriate generalist practice learning experiences with individuals, families, groups, organizations, and communities.

5. Provides instructional staff in accordance with CCSU Department of Social Work stated criteria.

6. Adjusts workloads for field instructors supervising students in order to assure adequate quality time to meet the learning objectives of the student. This includes giving release time to field instructors to attend field instruction seminars and to participate in supervisory conferences with students.

7. Provides adequate space, access to telephone services, and support services to assist the student.

8. Includes student in appropriate staff meetings and in-service training.

9. Notifies CCSU Department of Social Work when agency/administrative changes influence ability of the student to continue field education experience.

Affiliation Agreement

Upon official student-field instructor's confirmation of the senior field education experience, the agency's name and address is forwarded to the CCSU Business Office. An affiliation agreement for review and signature is mailed out to the agency and a copy of the signed agreement is kept in the Department of Social Work office.

B.2.1.5.B. Procedures for Placing and Monitoring Students

Upon acceptance into the field education program, the student abides by the following procedure to secure a senior field experience as outlined in the Student Handbook & Field Education Manual. Students must complete the placement procedures below to secure an agency and begin their senior field education experience by the first day of classes.

1) Interview with Field Education Coordinator **-** Student meets with the field education coordinator to discuss individual academic progress, application, portfolio, and potential field opportunities. Based on the student's areas of interest, individual needs, and a review of the 70 Hour Volunteer Experience each student is referred to an approved agency. Efforts are made to provide students with a diverse range of field opportunities that illustrate the nature of the generalist practice, rather than a concentration on a single area of interest.

2) Contact recommended Field Instructor - Student contacts Field Instructor at perspective agency to schedule an appointment to discuss field education experience opportunities.

3) Review Interview with Field Education Coordinator - Student reports to the   Field Education Coordinator with his/her impression of the assigned agency. A senior field education experience will be chosen or a new agency is suggested. The process continues until the student and Field Education Coordinator agree on a field education experience agency.

4) Submit Confirmation Form - The Senior Field Education Conformation Contract, signed by both student and Field Instructor must be submitted to the Field Education Coordinator within 15 days.

5) Field Education Coordinator Contacts Agency - The Field Education Coordinator will contact the agency to ensure that the Field Instructor understands the individual learning needs of the student, the requirements of the CCSU Social Work major, and to formalize the placement.

B.2.1.5.C. Maintaining Field Liaison Contacts within the Field Setting

The Senior Field Education Seminar I & II course instructor and faculty liaison is a social work faculty member who is assigned to teach the two required seminar courses during senior year. In all instances, the faculty liaison is the same faculty member who teaches the students' senior field education seminar course.

This faculty member is assigned to the individual students in the seminar and field for the purpose of connecting and coordinating coursework to the practice setting, monitoring student progress, and assisting the field instructor in teaching and learning strategies and activities that adhere to the CSWE core competencies (2008), NASW Code of Ethics (2006) and NASW Indicators for Standards of Cultural Competence (2007).

For learning consistency, quality of education, retention and graduation, the same faculty member is assigned for both senior semesters Senior Field Education Seminar I & II courses during the student senior academic year. There are currently three Senior Field Education Seminar I & II/faculty liaisons working with students in the field education program.

The Faculty Liaison's Responsibilities Include:

- Serve as the link between the CCSU Department of Social Work, the agency, the field instructor, and the student
- Collaborate with field instructor to develop field education contract and opportunities based on the individual learning needs of student
- Participate with field instructor and student in development of the Senior Field Education Generalist Practice Experience Evaluation form
- Visit the agency a minimum of once per academic semester to confer with field instructor and student on student demonstrated professional practice competencies, skills, values
- Assist the field instructor in dealing with challenges/problems
- Collaborate with field instructor in the evaluation and grading of student progress

Additional information about how the faculty liaison works jointly with the Field Instructor is found in the following Section B.2.1.6. within the full discussion of the roles and responsibilities of the Field Instructor.

B.2.1.5.D. Evaluating Student Learning and Field Effectiveness

Student performance is monitored by both the Field Instructor and the Faculty Liaison. Primary responsibility rests with the Field instructors who assess students daily and during supervision sessions held at least one hour per week. Student performance in the field is also assessed

using the CSWE Competencies, Field Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric on the SW450 & SW452 Senior Field Education Practice Experience Evaluation (Please *see Volume 3 – Appendices A8 and A9).*

The role of the faculty liaison is to evaluate student performance using course objectives and core competencies established for SW450 and SW 452. In addition, the faculty liaison maintains consistent contact with the student during the field seminar course that runs concurrently with the field placement, Finally, the faculty liaison conducts at least one visit to the agency per semester to review the student's progress and resolve any potential problems.

Field instructors are afforded an opportunity to evaluate the effectiveness of the field education program and the student learning process through completion of the SW450 & SW452 Senior Field Education Practice Experience Evaluation. Evaluations are completed at the end of each semester.

As described fully in the *Student Handbook and Field Education Manual – Volume 3 – Appendix J*, the following sections articulate important roles and responsibilities relative the field-based experience in the Program.

Criteria for and Responsibilities of Supervisors in the 70 Hour Volunteer Experience

1. A BSW or MSW degree is strongly encouraged
2. Supervisor must be located on site.
3. Supervisor must develop appropriate tasks and responsibilities for the student volunteer that afford both educational and experiential value. The volunteer experience should not be merely observational.
4. Supervisor will jointly complete the evaluation with the student at the end of the semester and submit it the Field Education Coordinator.

Responsibilities of Agency

1. Demonstrate a commitment of education and training of future social work professionals.
2. Demonstrate a focus of diversity among its staff and service programs with a dedicated attention to potentially vulnerable and/or at risk populations.
3. Provide opportunities "to do" rather than to observe. This may include learning agency policies and procedures, intake process, and assisting staff with responsibilities and client services.

Senior Field Experience

Definitions of Roles

Field education coordinator

The field education coordinator is the faculty member who is responsible for organizing, implementing and administering the field component for the social work major.

The coordinator's responsibilities include:

1. Organize the field education experience
2. Identify appropriate agencies for the field education experience
3. Provide a field manual
4. Interview and assign students to agencies
5. Provide agencies with appropriate information about students
6. Provide agencies with criteria for student evaluations
7. Plan and conduct field instructors' workshops and meetings
8. Establish and maintain relationships with agencies
9. Research, develop, and investigate potential new agencies for field education
10. Contact field instructors when problems develop.

Faculty liaison

The faculty liaison is a social work faculty member who is assigned to individual students for the purpose of connecting and coordinating coursework to the practice setting, monitoring student progress, and assisting the field instructor in teaching and learning strategies and activities. In most instances, the faculty liaison is the same faculty member who teaches the students' senior field education seminar course. There are currently three faculty liaisons working with students in the field education program.

The faculty liaison's responsibilities include:

1. Serve as the link between the CCSU Department of Social Work, the agency, the field instructor, and the student.
2. Collaborate with field instructor to develop field education opportunities based upon individual learning needs of student.
3. Participate with field instructor and student in development of the Senior Field Education Generalist Practice Experience Evaluation form
4. Visit the agency a minimum of once per academic semester to confer with field instructor and student.
5. Assist the field instructor in dealing with challenges/problems.
6. Collaborate with field instructor in the evaluation and grading of student progress.

A field instructor is a social worker employed at an agency, approved by the CCSU Department of Social Work, who facilitates the learning process at the agency. Field instructors must possess an accredited Master of Social Work degree and a minimum of two years post-masters experience. The field instructor acts as teacher, supervisor, and mentor for the student. There are currently 37 field instructors supervising students in the field.

Field instructor

The field instructor's responsibilities include:

1. Demonstrate a commitment to social work values and ethics
2. Work cooperatively with CCSU field education coordinator and field liaison.
3. Attend field seminars provided by the CCSU Department of Social Work once a semester.
4. Monitor students using the CSWE Competencies, Field Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric.
5. Facilitate the educational goals and objectives of the Social Work Department in cooperation with the field liaison
6. Conduct a minimum of one hour of supervision with student per week
7. Provide a range of culturally sensitive learning opportunities to enable student to achieve the

educational objectives

8. *Alert faculty liaison of difficulty/problems or potential problems immediately*
9. *Provide a verbal mid-semester evaluation*
10. *Conference with student and prepare a final evaluation using the CSWE Competencies, Field Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric.*

The Field Instructor's Responsibilities Include:

- *Demonstrate a commitment to social work values and ethics*
- *Work cooperatively with CCSU field education coordinator and field liaison*
- *Attend field seminars provided by the CCSU Department of Social Work once a semester*
- *Monitor students using the CSWE Competencies, Field Instructor/Student Learning Plan &*
- *Practice Behavior Learning Outcome Rubric*
- *Facilitate the educational goals and objectives of the Social Work Department in cooperation with the field liaison*
- *Conduct a minimum of one hour of supervision with student per week*
- *Provide a range of culturally sensitive learning opportunities to enable student to achieve the educational objectives*
- *Alert faculty liaison of difficulty/problems or potential problems immediately*
- *Provide a verbal mid-semester evaluation*
- *Conference with student and prepare a final evaluation using the CSWE Competencies, Field*
- *Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric*

Process to Apply to Become a Senior Field Education Agency Instructor
*A professional social work is eligible to apply to become an approved field instructor in the social work program at CCSU if the instructor has an earned a master of social work degree from a CSWE accredited institution, and have a minimum of two years post-masters experiences. The instructor must have demonstrated an ability to teach the CSWE required competencies to senior students. Additionally, the field agency where the professional social worker is employed must be assessed to determine if the agency has the necessary mission and learning opportunities available for students to learn and apply the required CSWE competencies. Interested social work professionals must submit the Field Instructor Application (**Appendix W)**, interview with the Field Education Coordinator and with the Social Work Department Chairperson.*

Process to Apply to Become a Senior Field Education Approved Agency
Additionally the social work professional and agencies must complete an agency assessment to determine if the agency meets the CSWE and social work program requirements by demonstrating the agency ability to provide CSWE competency and profession development learning opportunities in all 10-Core competencies for students. The Field Agency Assessment for SW450 & SW452 Senior Field Education Generalist Practice 10-Core Competency Student Learning Opportunities form must be submitted to the Field Education Coordinator for evaluation and assessment with the social work department chairperson. The agency will be approved if it meets a mean score of 5 or higher in the 10-core competency learning opportunities per Appendix X within the Handbook.

B.2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

CCSU Program Field Instructors possess accredited Masters of Social Work degrees and are required to have at least two years of practice experience to ensure that they can design optimal field learning opportunities for students to demonstrate program competencies. Field instructors must also complete and submit the Application for Field Instruction and provide recent curriculum vitae.

B.2.1.6.A. The Role of a Field Agency Instructor

The Field instructor is the professional social worker employed at an agency, approved by the CCSU department of social work, who facilitates the leaning process at the agency. Field instructors must have earned a master of social work degree from a CSWE accredited institution, and have a minimum of two years post-masters experiences.

The field instructor acts as the teacher, supervisor, mentor and guide for the senior student assigned to the practice setting. For learning consistency, quality of education, retention and graduation, the same field instructor and agency is assigned for both senior semesters Senior Field Education Experience I & II courses during the student senior academic year.

As discussed in the previous section, Field instructors work closely with the social work program Senior Field Education Seminar I & II/faculty liaison to facilitate the translation and integration of learning from the classroom into the field work practice setting.

The Field Instructor's Responsibilities Include:

- Demonstrate a commitment to social work values and ethics
- Work cooperatively with CCSU field education coordinator and field liaison
- Attend field seminars provided by the CCSU Department of Social Work once a semester
- Monitor students using the CSWE Competencies, Field Instructor/Student Learning Plan & Evaluation
- Practice Behavior Learning Outcome Rubric
- Facilitate the educational goals and objectives of the Social Work Department in cooperation with the field liaison
- Conduct a minimum of one hour of supervision with student per week
- Provide a range of culturally sensitive learning opportunities to enable student to achieve the educational objectives
- Alert faculty liaison of difficulty/problems or potential problems immediately

- Provide a verbal mid-semester evaluation
- Conference with student and prepare a final evaluation using the CSWE Competencies, Field Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric

B.2.1.6.B Process to Apply to Become a Senior Field Education Agency Instructor

A professional social worker is eligible to apply to become an approved field instructor in the social work program at CCSU if the instructor has an earned a master of social work degree from a CSWE accredited institution, and has a minimum of two years post-masters social work experience.

The instructor must have demonstrated an ability to teach the CSWE required competencies to senior students, as evidenced in the capacity to understand and create meaningful learning opportunities where students can practice each of the operationalized core competencies as defined by their associate practice behaviors.

Additionally, the field agency where the professional social worker is employed must be assessed to determine if the agency has the necessary mission and learning opportunities available for students to learn and apply the required CSWE competencies.

Interested social work professionals must submit the Field Instructor Application (Please see *Volume 3 - Appendix J - Student Handbook and Field Education Manual*), interview with the Field Education Coordinator, and with the Social Work Department Chairperson.

B.2.1.6.C. Process to Apply to Become a Senior Field Education Approved Agency

In addition to the above requirements for social worker application to become an approved senior field instructor, the social work professional and his or her agency must complete an agency assessment to determine if the agency meets the CSWE and social work program requirements to become a field training site.

The agency must demonstrate the agency ability to provide opportunities for students to practice the practice behaviors of all CSWE core competencies, and to provide consistent supervision and evaluation of student performance in this practice.

In addition, *The Field Agency Assessment for SW450 & SW452 Senior Field Education Generalist Practice 10-Core Competency Student Learning Opportunities* form must be submitted to the Field Education Coordinator for evaluation and assessment in partnership with the social work department chairperson. The agency will be approved if it meets a mean score of 5 or higher in the 10-core competency learning opportunities. (Please see *Volume 3 – Appendix A10* to review this agency assessment form).

Field instructors are required to attend one seminar each semester at CCSU, which is developed and conducted by the Field Education Coordinator and the Department Chairperson. During seminars, Field Instructors receive orientation to the CCSU Department of Social Work, review the field education policies, and the CSWE core competencies. In addition, Field Instructors are trained to utilize the *Field Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric (Volume 3 – Appendix A8)* to evaluate students and to discuss ways to creatively develop learning opportunities for students to practice each of the practice behaviors. Additional topics include developing robust learning opportunities and dealing with challenges to the supervisory relationship.

Maintaining a continuing dialog between the Social Work Department and Field Instructors in field settings is a paramount feature in the field education program at CCSU. Information and feedback from field instructors is critical and reinforces the Program's collective emphasis on expectations for practice in the field on specific areas of the competencies.

Valuable feedback from field instructors is obtained through the *Field Instructors' Evaluation of Practice Experience (Volume 3 – Appendix A10),* a document that was revised in 2014. In addition, starting in 2014 field instructors were asked to complete a self-evaluation of their agencies in order to obtain a more accurate assessment of students' field experiences and the agency capacity to create routine opportunities for students to develop on and demonstrate competencies and practice behaviors. Similarly, the student self-evaluation surveys developed in 2014 will assess student learning experiences in field agencies and provide essential data for discussion with field instructors. These are discussed in depth in *Chapter 4 – Assessment*.

In addition to field instructor evaluations, agency site visits by the faculty liaison are mandatory. Faculty liaisons were historically required to visit students in their agencies at least twice per academic semester. Due to a significant rise in the number of seniors experiencing field education in the 2013-2014 academic year (40-45 students), faculty liaisons are now required to conduct at least one visit per academic semester. This change was also made in response to Field Instructor feedback that two agency visits by the liaison were time consuming for all involved and presented some hardship for agencies. Further, Field Instructors reported that these visits yielded similar information each time, and that the close working relationship with the liaison and Field Coordinator addressed any concerns at the time of concern, not at the designated visit.

The CCSU Department of Social Work **strongly discourages** students from using their employment as a means to complete the senior field education requirement. The field education coordinator will <u>consider</u> using students' place of employment only under the most exceptional circumstances. The following policies are published in the *Student Handbook & Field Education Manual (Volume 3 – Appendix J)*.

B.2.1.8.A. Policies for Use of Employment as a Senior Field Education Experience

1) In making this decision, the field education coordinator will take into consideration the exceptional circumstances, the individual learning needs of the student, and the ability of the employing agency to provide an optimal learning environment.

2) The student must take on addition/different activities/responsibilities that are challenging, skill enhancing, and educationally directed based on the curriculum of the CCSU Department of Social Work. These activities/responsibilities must be separate from employment activities/responsibilities.

3) The field instructor must be different from the employment supervisor.

4) The field instructor must meet the CCSU Department of Social Work's criteria used in the selection of field instructors and be available to attend field instructor seminars twice each semester.

5) The student must adhere to the requirements of a minimum of 400 hours for the field education experience separate from their requirement of employment.

6) The employee/student must be in good standing with the employee agency.

7) The employee/student MUST notify the Department of Social Work immediately in the event of any change in the employment status, including any disciplinary action with the agency.

8) Upon consideration of change in employee status, and/or field instructor, the Department of Social Work, in consultation with agency and employee/student reserves the right to terminate placement when appropriate.

9) If the employing agency and the employee/student agree to these policies, a signed agreement between the Department of Social Work, the agency, and the student must be included in the senior field application/file.

B.2.1.8.B. Policy for Senior Intern Hired at Senior Field Agency During Senior Field Education Experience

Senior interns are required to notify the senior seminar course instructor/faculty field liaison, the Field Education Coordinator, the field instructor, and the department of social work chairperson when the student intern is offered an employment position at the agency.

While the program will be supportive of the student's desire to accept the employment, it is the decision of the student intern to either accept or decline the position. If the student is interested in accepting the position, the student should notify their field instructor to determine how the employment might impact the senior intern's senior field education learning experience.

The student is also responsible for notifying his or her senior seminar course instructor/faculty field liaison. The student, senior seminar course instructor/faculty field liaison need to discuss ways in which the student's Senior Field Education Experience can continue by revising the learning contract to enable the student to take on additional, different activities and responsibilities that are challenging, skill enhancing and intentionally focused on learning and demonstrating the required CSWE 10-core competencies.

The Council on Social Work Education Accreditation Standard 2.1.8 (2008) mandates that the employment role must be separate from the senior internship field education learning experience. Additionally, the field instructor for senior internship learning must be different from the employment supervisor.

The student is still required to complete the required minimum of 400 internship hours for the full academic year.

The Field Education Coordinator will notify the department of social work chairperson of the plan established to ensure the role of the student learning from the agency. If the CSWE standard 2.1.8 is met by the revised learning contract; if the revised plan ensures the role of student as learner; and, if the student assignments and field education supervision are not the same as those of the student's employment, the chairperson will approve the student revised learning contract and plan.

Table 2.A. Integrating Program Mission, Goals, and Elements of the CSWE Generalist Practice Definition (EP B2.2)

Applicable Portions of SW Mission Statement	Program Goal	How Portion of Mission / Goal(s) Align with CSWE Definition of Generalist Social Work Practice as Defined in EP B2.2
• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.* • *Students engage, access, intervene and evaluate client systems applying critical thinking skills in accordance with values and ethical principles of the social work profession.* • *Students learn culturally competent practice skills with individuals, families, groups, organizations and communities using theoretical and research-informed practice models.* • *Students advance human rights, and social and economic justice through policy, practice, client self-determination, empowerment, and self-sufficiency with a respect for clients' strengths and resilience.*	1. Apply social work ethical principles to guide professional social work practice towards the development of professional identity.	The program develops social workers who must demonstrate competency in all areas of the *CSWE generalist practice definition* in order to ethically embody the professional identity of a generalist social worker. These areas of the CSWE definitions include: • *Grounding in liberal arts* is achieved through Program's General Education requirements as pre-requisites to social work major. • *Grounding in person and environment construct* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. • *Promote human and social wellbeing construct* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. • *Use Range of prevention and intervention methods* is developed through classroom experiential activities, achieved through classroom assignments and field-based experiences, and demonstrated through associated assessments in each setting. • *Practice with individuals, families, groups, organizations, and communities* is developed throughout the pre-major, major and senior field portions of the program, as students complete multiple diverse field-based practice experiences throughout the program and are assessed on these skills within the practice setting each semester. • *Apply ethical principles in practice* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. • *Apply critical thinking in practice* is achieved through classroom assignments and multiple, diverse field-based experiences that reinforce the critical thinking needed to practice competency in diverse settings with diverse populations. Student competency is demonstrated through associated assessments in each setting. • *Incorporate diversity in practice* is developed in students through multiple, diverse field-based experiences that empower students to practice with diverse populations and diverse settings. Student competency is demonstrated through associated assessments in each setting. • *Advocate for human rights* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. The diversity of multiple placements provides multiple

Table 2.A. Integrating Program Mission, Goals, and Elements of the CSWE Generalist Practice Definition (EP B2.2)

Applicable Portions of SW Mission Statement	Program Goal	How Portion of Mission / Goal(s) Align with CSWE Definition of Generalist Social Work Practice as Defined in EP B2.2
		settings in which students develop complex and unique understanding of human rights in context. • *Advocate for social and economic justice* is developed and achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of social justice and economic justice issues in context and are able to integrate these back into classroom discussion and assignments. • *Recognize, support and build on the strengths and resiliency of all human beings* is developed throughout the pre-major, major and senior field portions of the program, as students complete multiple diverse field-based practice experiences throughout the program and are assessed on these skills within the practice setting each semester. Students integrate field-based practice experiences and challenges into the classroom discussion, activities and assignments throughout the program. • *Engage in research-informed practice* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. Formal research projects are also developed within the required research course (SW 374). • *Proactively respond to the impact of context on professional practice* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of client context and ways to conceptualize, develop and implement proactive responses across multiple client contexts.
• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.* • *Students engage, access, intervene and evaluate client systems applying critical thinking skills in accordance with values and ethical principles of the social work*	2. Engage in critical thinking to access, intervene and evaluate client systems and practice settings	• *Grounding in liberal arts* is achieved through Program's General Education requirements as pre-requisites to social work major. • *Use Range of prevention and intervention methods* is developed through classroom experiential activities, achieved through classroom assignments and field-based experiences, and demonstrated through associated assessments in each setting. • *Practice with individuals, families, groups, organizations, and communities* is developed throughout the pre-major, major and senior field portions of the program, as students complete multiple diverse field-based practice experiences throughout the program and are assessed on these skills within the practice setting each semester. • *Apply critical thinking in practice* is achieved through classroom assignments and

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	Applicable Portions of SW Mission Statement	Program Goal	How Portion of Mission / Goal(s) Align with CSWE Definition of Generalist Social Work Practice as Defined in EP B2.2
	profession.		multiple, diverse field-based experiences that reinforce the critical thinking needed to practice competency in diverse settings with diverse populations. Student competency is demonstrated through associated assessments in each setting. • *Proactively respond to the impact of context on professional practice* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of client context and ways to conceptualize, develop and implement proactive responses across multiple client contexts.
	• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.* • *Students learn culturally competent practice skills with individuals, families, groups, organizations and communities using theoretical and research-informed practice models.*	3. Engage in research-informed practice and practice-informed research with diverse and at risk client systems and practice settings.	• *Practice with individuals, families, groups, organizations, and communities* is developed throughout the pre-major, major and senior field portions of the program, as students complete multiple diverse field-based practice experiences throughout the program and are assessed on these skills within the practice setting each semester. • *Apply critical thinking in practice* is achieved through classroom assignments and multiple, diverse field-based experiences that reinforce the critical thinking needed to practice competency in diverse settings with diverse populations. Student competency is demonstrated through associated assessments in each setting. • *Incorporate diversity in practice* is developed in students through multiple, diverse field-based experiences that empower students to practice with diverse populations and diverse settings. Student competency is demonstrated through associated assessments in each setting. • *Engage in research-informed practice* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. Formal research projects are also developed within the required research course (SW 374).
	• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.* • *Students advance human rights, and social and economic justice*	4. Advance human rights, and social and economic justice through mastery of social work knowledge and skills in a global context.	• *Grounding in person and environment construct* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. • *Promote human and social wellbeing construct* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. • *Apply ethical principles in practice* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each

Table 2.A. Integrating Program Mission, Goals, and Elements of the CSWE Generalist Practice Definition (EP B2.2)

Applicable Portions of SW Mission Statement	Program Goal	How Portion of Mission / Goal(s) Align with CSWE Definition of Generalist Social Work Practice as Defined in EP B2.2
through policy, practice, client self-determination, empowerment, and self-sufficiency with a respect for clients strengths and resilience.		setting. • *Incorporate diversity in practice* is developed in students through multiple, diverse field-based experiences that empower students to practice with diverse populations and diverse settings. Student competency is demonstrated through associated assessments in each setting. • *Advocate for human rights* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of human rights in context. • *Advocate for social and economic justice* is developed and achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of social justice and economic justice issues in context and are able to integrate these back into classroom discussion and assignments. • *Recognize, support and build on the strengths and resiliency of all human beings* is developed throughout the pre-major, major and senior field portions of the program, as students complete multiple diverse field-based practice experiences throughout the program and are assessed on these skills within the practice setting each semester. Students integrate field-based practice experiences and challenges into the classroom discussion, activities and assignments throughout the program. • *Proactively respond to the impact of context on professional practice* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of client context and ways to conceptualize, develop and implement proactive responses across multiple client contexts.
• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.* • *Students learn culturally*	5. Advance knowledge and practice of cultural competency through application of learning and engagement of	• *Use Range of prevention and intervention methods* is developed through classroom experiential activities, achieved through classroom assignments and field-based experiences, and demonstrated through associated assessments in each setting. • *Practice with individuals, families, groups, organizations, and communities* is developed throughout the pre-major, major and senior field portions of the program, as students complete multiple diverse field-based practice experiences

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	Applicable Portions of SW Mission Statement	Program Goal	How Portion of Mission / Goal(s) Align with CSWE Definition of Generalist Social Work Practice as Defined in EP B2.2
	competent practice skills with individuals, families, groups, organizations and communities using theoretical and research-informed practice models.	diverse client systems.	throughout the program and are assessed on these skills within the practice setting each semester. • *Incorporate diversity in practice* is developed in students through multiple, diverse field-based experiences that empower students to practice with diverse populations and diverse settings. Student competency is demonstrated through associated assessments in each setting. • *Recognize, support and build on the strengths and resiliency of all human beings* is developed throughout the pre-major, major and senior field portions of the program, as students complete multiple diverse field-based practice experiences throughout the program and are assessed on these skills within the practice setting each semester. Students integrate field-based practice experiences and challenges into the classroom discussion, activities and assignments throughout the program. • *Engage in research-informed practice* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. Formal research projects are also developed within the required research course (SW 374).
	• *The mission of CCSU Department of Social Work is to educate students on all core competencies for entry level generalist social work practice in a global context.* • *Students advance human rights, and social and economic justice through policy, practice, client self-determination, empowerment, and self-sufficiency with a respect for clients strengths and resilience.*	6. Analyze, develop, evaluate and advocate for policy to enhance social and economic justice.	• *Promote human and social wellbeing construct* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. • *Apply ethical principles in practice* is achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. • *Apply critical thinking in practice* is achieved through classroom assignments and multiple, diverse field-based experiences that reinforce the critical thinking needed to practice competency in diverse settings with diverse populations. Student competency is demonstrated through associated assessments in each setting. • *Advocate for human rights* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of human

Table 2.A. Integrating Program Mission, Goals, and Elements of the CSWE Generalist Practice Definition (EP B2.2)

Applicable Portions of SW Mission Statement	Program Goal	How Portion of Mission / Goal(s) Align with CSWE Definition of Generalist Social Work Practice as Defined in EP B2.2
		rights in context. • *Advocate for social and economic justice* is developed and achieved through classroom assignments and field-based experiences and demonstrated through associated assessments in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of social justice and economic justice issues in context and are able to integrate these back into classroom discussion and assignments. • *Recognize, support and build on the strengths and resiliency of all human beings* is developed throughout the pre-major, major and senior field portions of the program, as students complete multiple diverse field-based practice experiences throughout the program and are assessed on these skills within the practice setting each semester. Students integrate field-based practice experiences and challenges into the classroom discussion, activities and assignments throughout the program. • *Proactively respond to the impact of context on professional practice* is developed through classroom assignments and field-based experiences and demonstrated through associated assessments and advocacy efforts in each setting. The diversity of multiple placements provides multiple settings in which students develop complex and unique understanding of client context and ways to conceptualize, develop and implement proactive responses across multiple client contexts.

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.1 Identify as a professional social worker and conduct oneself accordingly	(A) Advocate for client access to the services of social work (B) Practice personal reflection and self-correction to assure continual professional development (C) Attend to professional roles and boundaries (D) Demonstrate professional demeanor in behavior, appearance, and communication (E) Engage in career-long learning (F) Use supervision and consultation	SW 100 SW 225 SW 226 SW 360 SW 361 SW 374 SW 442	(100) Newspaper assignments (100) Academic Paper (100) Exam 1 (100) Exam 2 (100) Class Discussion (225) Assignment #1 (225) Assignment #2 (225) Assignment #3 (226) 70-Hour Volunteer Experience (226) Assignment #1 multidimensional Study self & family (226) Assignment #2 Volunteer Reflections Paper (226) Assignment #3 Family Genogram & Adolescent (226) Assignment #4 Developmental Life Stages Presentations (226) Class Discourse (360) Assignment #1 (360) Assignment #2 (360) Assignment #4 (360) Assignment #5 (361) Assignment #1 (361) Assignment #5 (361) Assignment #7 (374) Assignment #2 presentations (374) Assignment #2 Presentations (374) Assignment #4 Social Problem & Literature Review (374) Assignment #4 Methodology (374) Assignment #5 Final Research Proposal (374) Quizzes (374) Mid-term (374) Class Discourse	• Application to SW Major Portfolio Review • 70 Hour Field Supervisor Evaluation (SW 226, 227, 360, 361) • 70 Hour Field Student Self-Evaluation (SW 226, 227, 360, 361) • Senior Field Supervisor Evaluation (SW 450, 452) • Senior Field Student Self-Evaluation (SW 450, 452) • Application to Senior Field Portfolio Review • Field Supervisor Agency Evaluation of Practice Opportunities

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
(continued) **2.1.1 Identify as a professional social worker and conduct oneself accordingly**		SW 426	426) Assignment #1 Political Autobiography (426) Assignment #2 Policy Analysis (426) Assignment #3 Testimonial (426) Assignment #4 Letter to Public Official (426) Final Exam (426) Class Discourse	
		SW 442	442) Assignment #1 A cultural autobiography (442) Assignment #2 A position paper (442) Assignment #3 Oral and Written Presentation on Immigrant & & Refugee Groups settling in the US from various regions	
		SW 450/451	(450/451) Mini Assignment #1 Learning Goals (450/451) Mini assignment #3 Group Proposal (450/451) Mini Assignment #7 portfolio, 2 page summary, field evaluation (450/451) Class Discourse	

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.2 Apply social work ethical principles to guide professional practice	A) Recognize and manage personal values in a way that allows professional values to guide practice (B) Make ethical decisions by applying standards of the NASW Code of ethics, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (C) Tolerate ambiguity in resolving ethical conflicts (D) Apply strategies of ethical reasoning to arrive at principles decisions	SW 100 SW 226 SW 360 SW 361 SW 368 SW 374	(100) Academic Paper and accompanying assignments (100) Exam 1 (100) Exam 2 (100) Class Discussion (226) Assignment #1 multidimensional Study self & family (226) Assignment #2 Volunteer Reflections Paper (226) Assignment #3 Family Genogram & Adolescent (360) Assignment #2 (360) Assignment #3 (360) Assignment #4 (360) Assignment #5 (360) Assignment #6 (360) Mid-term (360) Class Discourse (361) Assignment #1 (361) Assignment #2 (361) Assignment #3 (361) Assignment #5 (368) Assignment #3 Opinion Editorial Perspective (368) Mid-term (368) Final Exam (368) Class Discourse (374) Assignment #1 Library (374) Assignment #2 Presentations (374) Assignment #3 Social Problem & Literature (374) Assignment #4 Research Methodology (374) Assignment #5 Final Research Proposal (374) Quizzes (374) Mid-term (374) Class Discourse	• 70 Hour Field Supervisor Evaluation (SW 226, 227, 360, 361) • 70 Hour Field Student Self-Evaluation (SW 226, 227, 360, 361) • Senior Field Supervisor Evaluation (SW 450, 452) • Senior Field Student Self-Evaluation (SW 450, 452) • Application to Senior Field Portfolio Review • Field Supervisor Agency Evaluation of Practice Opportunities

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
(continued) **2.1.2 Apply social work ethical principles to guide professional practice**		SW 426	(426) Assignment #1 Political Autobiography (426) Assignment #2 Policy Analysis (426) Assignment #3 Testimonial (426) Assignment #4 Letter to Public Official (426) Mid-term (426) Final Exam (426) Class Discourse practice	
		SW 442	(442) Assignment #2 A position paper (442) Assignment #3 Oral and Written Presentation on Immigrant & & Refugee Groups settling in the US from various regions	
		SW 450/451	(450/451) Mini Assignment #1 Learning Goals (450/451) Mini Assignment #5 Language of Flowers (450/451) Mini Assignment #6 System Analysis & Presentation (450/451) Class Discourse	

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.3 Apply critical thinking in Practice	(A) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom (B) Analyze models of assessment, prevention, intervention and evaluation (C) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.	SW 100	(100) Academic Paper and accompanying assignments (100) Exam 1 (100) Exam 2	• Application to SW Major Portfolio Review
		SW 225	(225) Assignment #1 (225) Assignment #2 (225) Assignment #3	• 70 Hour Field Supervisor Evaluation (SW 226, 227, 360, 361)
		SW 226	(226) Assignment #1 multidimensional Study self & family (226) Assignment #2 Volunteer Reflections Paper (226) Assignment #3 Family Assignment family Genogram & Adolescent (226) Assignment #4 Developmental Life Stages Presentations (226) Quizzes (4) (226) Mid-term (225) Final Exam	• 70 Hour Field Student Self-Evaluation (SW 226, 227, 360, 361) • Senior Field Supervisor Evaluation (SW 450, 452) • Senior Field Student Self-Evaluation (SW 450, 452)
		SW 360	(360) Assignment #2 (360) Assignment #4 (360) Assignment #5 (360) Assignment #6 (360 Mid-term (360) Class Discourse	• Application to Senior Field Portfolio Review • Field Supervisor Agency Evaluation of Practice Opportunities
		SW 361	(361) Assignment #1 (361) Assignment #2 (361) Assignment #3 (361) Assignment #4 (361) Assignment #6	
		SW 368	(368) Assignment #2 ECO Systems Perspective (368) Assignment #3 Opinion Editorial Perspective (368) Mid-term (368) Final Exam (368) Class Discourse	
		SW 374	(374) Assignment #1 Library (374) Assignment #2 Presentations (374) Assignment #3 Social	

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
(continued) 2.1.3 Apply critical thinking in Practice			Problem & Literature (374) Assignment #4 Research Methodology (374) Assignment #5 Final Research Proposal (374) Quizzes (374) Mid-term (374) Class Discourse	
		SW 426	(426) Assignment #1 Political Autobiography (426) Assignment #2 Policy Analysis (426) Assignment #3 Testimonial (426) Assignment #4 Letter to Public Official (426) Mid-term (426) Final Exam (426) Class Discourse	
		SW 442	(442) Assignment #1 A cultural autobiography (442) Assignment #2 A position paper (442) Assignment #3 Oral and Written Presentation on Immigrant & & Refugee Groups settling in the US from various regions	
		SW 450/451	(450/451) Mini assignment #3 Group Proposal (450/451) Mini Assignment #4 Social Work Article/Chapter (450/451) Mini Assignment #5 Language of Flowers (450/451) Mini Assignment #6 System Analysis & Presentation (450/451) Mini Assignment #7 portfolio, 2 page summary, field evaluation (450/451) Class Discourse	

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.4 Engage diversity and difference in practice	(A) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power (B) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (C) Recognize and communicate an understanding of the importance of difference in shaping one's life experiences (D) View self as a learner and engage work colleagues as informants	SW 100	(100) Academic Paper and accompanying assignments (100) Exam 1 (100) Exam 2 (100) Class Discussion	• Application to SW Major Portfolio Review • 70 Hour Field Supervisor Evaluation (SW 226, 227, 360, 361) • 70 Hour Field Student Self-Evaluation (SW 226, 227, 360, 361) • Senior Field Supervisor Evaluation (SW 450, 452) • Senior Field Student Self-Evaluation (SW 450, 452) • Application to Senior Field Portfolio Review • Field Supervisor Agency Evaluation of Practice Opportunities
		SW 226	(226) 70-Hour Volunteer Experience (226) Assignment #1 multidimensional Study self & family (226) Assignment #2 Volunteer Reflections Paper (226) Assignment #3 Family Genogram & Adolescent (226) Assignment #4 Developmental Life Stages Presentations	
		SW 360	(360) Assignment #1 (360) Assignment #2 (360) Assignment #3 (360) Assignment #4 (360) Assignment #5 (360) Assignment #6	
		SW 361	(361) Assignment #1 (361) Assignment #5 (361) Assignment #6 (361) Assignment #7	
		SW 368	(368) Assignment #1 Cultural Competency (368) Assignment #2 ECO Systems Perspective (368) Assignment #3 Opinion Editorial Perspective (368) Mid-term (368) Final Exam (368) Class Discourse	
		SW 374	(374) Assignment #1 Library (374) Assignment #2 Presentations (374) Assignment #3 Social Problem & Literature (374) Assignment #4 Research Methodology (374) Assignment #5 Final Research Proposal (374) Quizzes (374) Mid-term	

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
(continued) **2.1.4 Engage diversity and difference in practice**			(374) Class Discourse	
		SW 426	(426) Assignment #1 Political Autobiography (426) Assignment #2 Policy Analysis (426) Mid-term (426) Final Exam (426) Class Discourse	
		SW 442	(442) Assignment #2 A position paper (442) Assignment #3 Oral and Written Presentation on Immigrant & & Refugee Groups settling in the US from various regions	
		SW 450/451	(450/451) Mini assignment #1 Learning Goals (450/451) Mini Assignment #5 Language of Flowers (450/451) Mini Assignment #6 System Analysis & Presentation (450/451) Mini Assignment #7 portfolio, 2 page summary, field evaluation (450/451) Class Discourse	

2-C: Table 2D

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.5 Advance human rights and social and economic justice	(A) Describes forms of oppression and discrimination. (B) Advocate to reduce the effects of oppression, discrimination and human rights violations. (C) Act to promote economic and social justice	SW 226	(226) 70-Hour Volunteer Experience	• 70 Hour Field Supervisor Evaluation (SW 226, 227, 360, 361)
		SW 360	(360) Assignment #1 (360) Assignment #3 (360) Assignment #4 (360) Assignment #6	• 70 Hour Field Student Self-Evaluation (SW 226, 227, 360, 361)
		SW 361	(361) Assignment #1	• Senior Field Supervisor Evaluation (SW 450, 452)
		SW 368	(368) Assignment #1 Cultural Competency (368) Assignment #2 ECO Systems Perspective (368) Assignment #3 Opinion Editorial Perspective (368) Mid-term (368) Final Exam (368) Class Discourse	• Senior Field Student Self-Evaluation (SW 450, 452) • Application to Senior Field Portfolio Review
		SW 374	(374) Assignment #1 Library (374) Assignment #2 Presentations (374) Assignment #3 Social Problem & Literature (374) Assignment #4 Research Methodology (374) Assignment #5 Final Research Proposal (374) Quizzes (374) Mid-term (374) Class Discourse	• Field Supervisor Agency Evaluation of Practice Opportunities
		SW 426	(426) Assignment #2 Policy Analysis (426) Assignment #3 Testimonial (426) Assignment #4 Letter to Public Official (426) Mid-term (426) Final Exam (426) Class Discourse	
		SW 450/451	(450/451) Mini Assignment #5 Language of Flowers (450/451) Mini Assignment #6 System Analysis & Presentation (450/451) Class Discourse	

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.6 Engage in research-informed practice and practice-informed research	(A) Use practice experience to inform scientific inquiry (B) Use research evidence to inform practice	SW 100	(100) Academic Paper and accompanying assignments (100) Exam 1 (100) Exam 2	• 70 Hour Field Supervisor Evaluation (SW 226, 227, 360, 361)
		SW 225	(225) Assignment #1	
		SW 360	(360) Assignment #2 (360) Assignment #4	• 70 Hour Field Student Self-Evaluation (SW 226, 227, 360, 361)
		SW 361	(361) Assignment #1 (361) Assignment #2 (361) Assignment #3 (361) Assignment #5 (361) Assignment #7	• Senior Field Supervisor Evaluation (SW 450, 452)
		SW 374	(374) Assignment #1 Library (374) Assignment #2 Presentations (374) Assignment #3 Social Problem & Literature (374) Assignment #4 Research Methodology (374) Assignment #5 Final Research Proposal (374) Quizzes (374) Mid-term (374) Class Discourse	• Senior Field Student Self-Evaluation (SW 450, 452) • Application to Senior Field Portfolio Review • Field Supervisor Agency Evaluation of Practice Opportunities
		SW 426	(426) Assignment #2 Policy Analysis (426) Final Exam (426) Class Discourse	
		SW 442	(442) Assignment #2 A position paper	
		SW450/ 451	(450/451) Mini Assignment #2 Process Recordings (450/451) Mini Assignment #4 Social work Article/chapter summary analysis (450/451) Class Discourse	

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.7 Apply knowledge of human behavior and the social environment	(A) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (B) Critique and apply knowledge to understand person and environment	SW 226	(226) Assignment #1 multidimensional Study self & family (226) Assignment #2 Volunteer Reflections Paper (226) Assignment #3 Family Genogram & Adolescent (226) Assignment #4 Developmental Life Stages Presentations (226) Quizzes (4) (226) Mid-term (226) Final Exam (226) Class Discourse	• 70 Hour Field Supervisor Evaluation (SW 360, 361) • 70 Hour Field Student Self-Evaluation (SW 360, 361) • Senior Field Supervisor Evaluation (SW 450, 452) • Senior Field Student Self-Evaluation (SW 450, 452) • Application to Senior Field Portfolio Review • Field Supervisor Agency Evaluation of Practice Opportunities
		SW 360	(360) Assignment #3 (360) Assignment #4 (360) Assignment #5 (360) Assignment #6	
		SW 361	(361) Assignment #1 (361) Assignment #2 (361) Assignment #4	
		SW 368	(368) Assignment #2 ECO Systems Perspective (368) Assignment #3 Opinion Editorial Perspective (368) Mid-term (368) Final Exam (368) Class Discourse	
		SW 374	(374) Assignment #3 Social Problem & Literature (374) Assignment #4 Research Methodology (374) Assignment #5 Final Research Proposal (374) Quizzes (374) Mid-term (374) Class Discourse	

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
(continued) **2.1.7 Apply knowledge of human behavior and the social environment**		SW 426	(426) Assignment #1 Political Autobiography (426) Assignment #2 Policy Analysis (426) Mid-term (426) Final Exam (426) Class Discourse	
		SW 442	(442) Assignment #1 A cultural autobiography (442) Assignment #2 A position paper (442) Assignment #3 Oral and Written Presentation on Immigrant & & Refugee Groups settling in the US from various regions	
		SW 450/451	(450/451) Mini Assignment #2 Process Recordings (450/451) Mini Assignment #3 Group Proposal (450/451) Mini Assignment #5 Language of Flowers (450/451) Mini Assignment #6 System Analysis & Presentation (450/451) Mini Assignment #7 portfolio, 2 page summary, field evaluation (450/451) Class Discourse	

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	(A) Analyze, formulate, and advocate for policies that advance social well-being (B) Collaborate with colleagues and clients for effective policy action	SW 360	(360) Assignment #4 (360) Assignment #5 (360) Assignment #6	• 70 Hour Field Supervisor Evaluation (SW 226, 227, 360, 361)
		SW 361	(361) Assignment #1 (361) Assignment #2	• 70 Hour Field Student Self-Evaluation (SW 226, 227, 360, 361)
		SW 368	(368) Assignment #1 Cultural Competency (368) Mid-term (368) Final Exam	• Senior Field Supervisor Evaluation (SW 450, 452)
		SW 374	(374) Assignment #1 Library (374) Assignment #2 Presentations (374) Assignment #3 Social Problem & Literature (374) Assignment #4 Research Methodology (374) Assignment #5 Final Research Proposal (374) Quizzes (374) Mid-term (374) Class Discourse	• Senior Field Student Self-Evaluation (SW 450, 452) • Field Supervisor Agency Evaluation of Practice Opportunities
		SW 426	(426) Assignment #2 Policy Analysis (426) Final Exam (426) Class Discourse	
		SW 442	(442) Assignment #2 A position paper (442) Assignment #3 Oral and Written Presentation on Immigrant & & Refugee Groups settling in the US from various regions	
		SW 450/451	(450/451) Mini Assignment #2 Process Recordings (450/451 Class Discourse	

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.9 Respond to contexts that shape practice	(A) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (B) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	SW 360 SW 361 SW 374 SW 426 SW 442 SW 450/451	(360) Assignment #4 (360) Assignment #5 (361) Assignment #1 (361) Assignment #2 (361) Assignment #3 (361) Assignment #4 (361) Assignment #5 (361) Assignment #6 (374) Assignment #1 Library (374) Assignment #2 Presentations (374) Assignment #3 Social Problem & Literature (374) Assignment #4 Research Methodology (374) Assignment #5 Final Research Proposal (374) Quizzes (374) Mid-term (374) Class Discourse (426) Assignment #2 Policy Analysis (426) Assignment #3 Testimonial (426) Assignment #4 Letter to Public Official (426) Final Exam (426) Class Discourse (442) Assignment #1 A cultural autobiography (442) Assignment #2 A position paper (450/451) Mini Assignment #1 Learning Goals (450/451) Mini Assignment #3 Group Proposal (450/451) Mini Assignment #4 Social Work Article/chapter summary analysis (450/451) Mini Assignment #7 portfolio, 2 page summary, field evaluation (450/451) Class Discourse	• 70 Hour Field Supervisor Evaluation (SW 226, 227, 360, 361) • 70 Hour Field Student Self-Evaluation (SW 226, 227, 360, 361) • Senior Field Supervisor Evaluation (SW 450, 452) • Senior Field Student Self-Evaluation (SW 450, 452) • Field Supervisor Agency Evaluation of Practice Opportunities

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

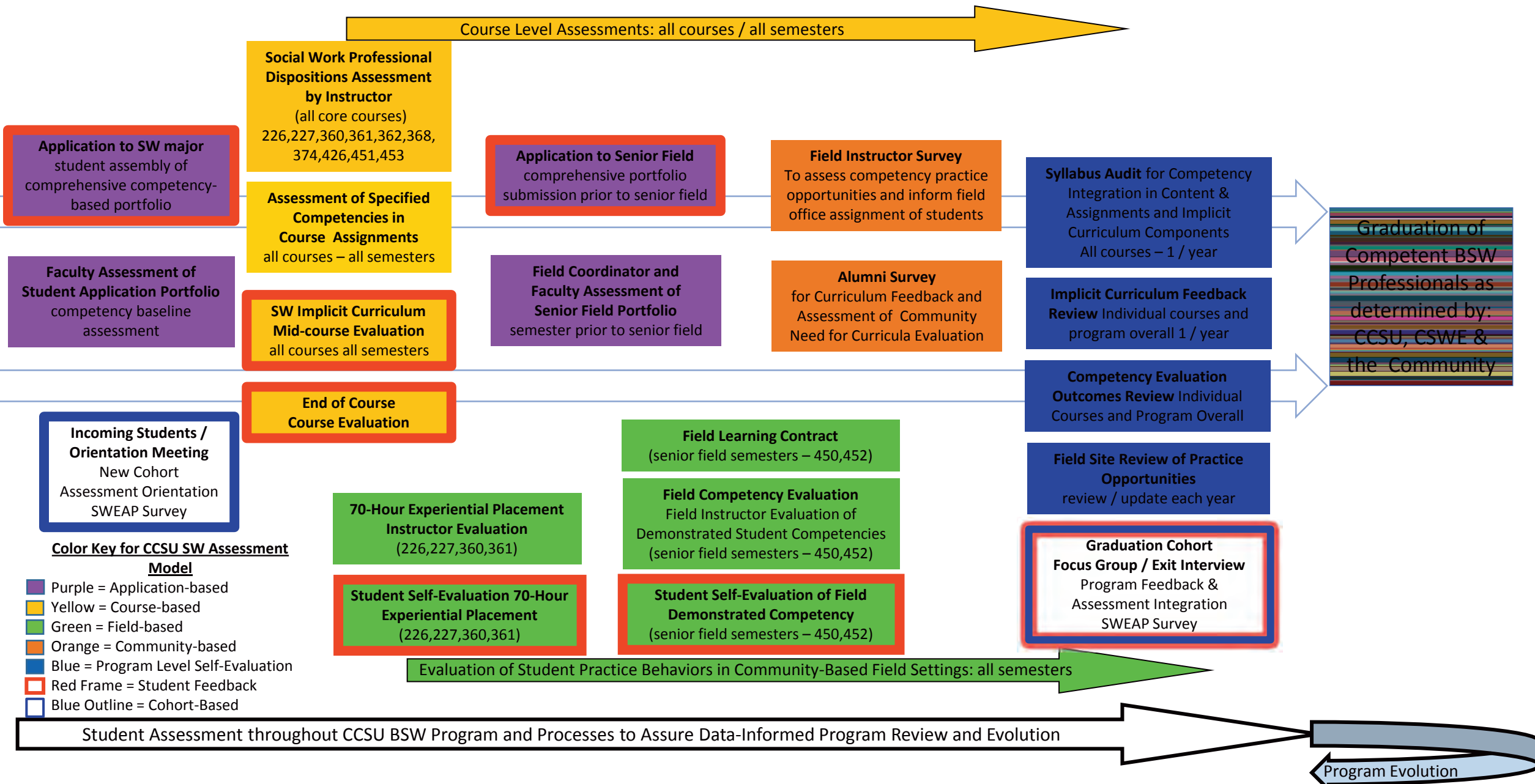| Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.10 Engage, assess, intervene evaluate with individuals, families, groups, organizations, and communities (a)	(A) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (B) Use empathy and other interpersonal skills (C) Develop a mutually agreed-on focus of work and desired outcomes	SW 360 SW 361 SW 374	(360) Assignment #4 (360) Assignment #5 (360) Assignment #6 (361) Assignment #1 (361) Assignment #2 (361) Assignment #3 (361) Assignment #4 (361) Assignment #5 (361) Assignment #6 (361) Assignment #7 (374) Assignment #1 Library (374) Assignment #2 Presentations (374) Assignment #3 Social Problem & Literature (374) Assignment #4 Research Methodology (374) Assignment #5 Final Research Proposal (374) Quizzes (374) Mid-term (374) Class Discourse	• 70 Hour Field Supervisor Evaluation (SW 226, 227, 360, 361) • 70 Hour Field Student Self-Evaluation (SW 226, 227, 360, 361) • Senior Field Supervisor Evaluation (SW 450, 452) • Senior Field Student Self-Evaluation (SW 450, 452) • Field Supervisor Agency Evaluation of Practice Opportunities
2.1.10 Engage, assess, intervene evaluate with individuals, families, groups, organizations, and communities (b)	(D) Collect, organize, and interpret client data (E) Assess client strengths and limitations (F) Develop mutually agreed-on intervention goals and objectives (G) Select appropriate intervention strategies	SW 426	(426) Assignment #2 Policy Analysis (426) Assignment #3 Testimonial (426) Assignment #4 Letter to Public Official (426) Final Exam (426) Class Discourse	
2.1.10 Engage, assess, intervene evaluate with individuals, families, groups, organizations, and communities (c)	(H) Initiate actions to achieve organizational goals (I) Implement prevention interventions that enhance client capacities (J) Help clients resolve problems (K) Negotiate, mediate, and advocate for clients (L) Facilitate transitions and endings	SW 450/451	(450/451) Mini Assignment #1 Learning Goals (450/451) Mini Assignment #3 Group Proposal (450/451) Mini Assignment #4 Social Work Article/chapter summary analysis (450/451) Mini Assignment #7 portfolio, 2 page summary, field evaluation (450/451) Class Discourse	

Table 2D: Location of BSW Curriculum Content Associated With Competency / Practice Behaviors, Assignments and Other Assessments

Competency	Practice Behavior	Courses Addressing	Assignments Where Developed & Assessed	Evaluation Instruments Assessing
2.1.10 Engage, assess, intervene evaluate with individuals, families, groups, organizations, and communities (d)	(M)Critically analyze, monitor, and evaluate interventions			

CCSU Social Work Program Assessment Conceptual Model

Course Level Assessments: all courses / all semesters →

Social Work Professional Dispositions Assessment by Instructor
(all core courses)
226,227,360,361,362,368, 374,426,451,453

Application to SW major
student assembly of comprehensive competency-based portfolio

Application to Senior Field
comprehensive portfolio submission prior to senior field

Field Instructor Survey
To assess competency practice opportunities and inform field office assignment of students

Syllabus Audit for Competency Integration in Content & Assignments and Implicit Curriculum Components
All courses – 1 / year

Assessment of Specified Competencies in Course Assignments
all courses – all semesters

Faculty Assessment of Student Application Portfolio
competency baseline assessment

Field Coordinator and Faculty Assessment of Senior Field Portfolio
semester prior to senior field

Alumni Survey
for Curriculum Feedback and Assessment of Community Need for Curricula Evaluation

Implicit Curriculum Feedback Review Individual courses and program overall 1 / year

SW Implicit Curriculum Mid-course Evaluation
all courses all semesters

Competency Evaluation Outcomes Review Individual Courses and Program Overall

End of Course Course Evaluation

Graduation of Competent BSW Professionals as determined by: CCSU, CSWE & the Community

Incoming Students / Orientation Meeting
New Cohort Assessment Orientation SWEAP Survey

Field Learning Contract
(senior field semesters – 450,452)

Field Competency Evaluation
Field Instructor Evaluation of Demonstrated Student Competencies
(senior field semesters – 450,452)

Field Site Review of Practice Opportunities
review / update each year

Color Key for CCSU SW Assessment Model
- Purple = Application-based
- Yellow = Course-based
- Green = Field-based
- Orange = Community-based
- Blue = Program Level Self-Evaluation
- Red Frame = Student Feedback
- Blue Outline = Cohort-Based

70-Hour Experiential Placement Instructor Evaluation
(226,227,360,361)

Student Self-Evaluation 70-Hour Experiential Placement
(226,227,360,361)

Student Self-Evaluation of Field Demonstrated Competency
(senior field semesters – 450,452)

Graduation Cohort Focus Group / Exit Interview
Program Feedback & Assessment Integration SWEAP Survey

Evaluation of Student Practice Behaviors in Community-Based Field Settings: all semesters →

Student Assessment throughout CCSU BSW Program and Processes to Assure Data-Informed Program Review and Evolution

Program Evolution

Chapter 3: Implicit Curriculum

Accreditation Standard B.3.1—Diversity

B.3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

Central Connecticut State University values highly equity, diversity and inclusiveness, which includes promoting non-discrimination in the recruitment, admission and assessment of students, as well as the recruitment, hiring, promotion and retention of faculty and staff. The Social Work Department also promotes non-discrimination, equity, diversity, inclusiveness and social justice for all people in congruence with the *NASW Code of Ethics.*

The implicit curriculum for CCSU's Social Work Program provides an important avenue through which students are transformed into competent professionals. For social work, this includes the active cultivation and celebration of diversity and difference across all domains.

The implicit curriculum provides a context for the entire teaching and learning exchange within the Program, and necessitates the creation of a learning environment that reflects all elements of the generalist social work definition. CCSU's Program, via the implicit curriculum, takes every opportunity to create and sustain an equitable, diverse and inclusive learning, teaching and work environment for students, faculty and staff.

The implicit curriculum is assessed in earnest throughout a student's matriculation through the program (please see discussion in *Volume 1 - Chapter 4 and Volume 3 – Appendices A4 & B4 Implicit Curriculum Assessment and Data Reports*).

All University and School policies aimed at supporting a healthy, safe, respectful, and diverse community are included in the Program syllabi (please see *Volume 2 – Syllabi*). A full copy of each of the University policies is found in *Volume 3 - Appendix D - University Policies Promoting Respectful Environment*.

Included in these are policies on Nondiscrimination in Education and *Employment (Volume 3 – Appendix D1)*, articulating broad definitions of harassment, retaliation, and discrimination. A specific University Policy is also in place related to sexual misconduct and intimate partner violence *(Volume 3 – Appendix D2)*, in place to cultivate a community on trust, respect, and safety. Recognizing ongoing sexual violence among college students nationally, CCSU employs this policy to raise awareness and shared responsibility for a respectful, inclusive and safe environment for all. Similarly, numerous tragedies on school and university campuses dictate

strong University policy on campus *safety (Volume 3 – Appendix D3).* CCSU has established an organized, detailed and extensive policy to cultivate campus safety for all as well as engage community members in identifying threats to this safety. Please see *Appendix *** University Policies Promoting Respectful Environment* for the full policy in each of these areas.

The Chief Diversity Officer for the University or her designee is available to faculty and students to advise on issues related to the promotion of a learning environment that consistently communicates the valuing and celebration of all. Her guidance and associated protocols are pivotal in all Department hiring practices as well.

The Social Work Department remains committed to making and sustaining the above specific and continuous efforts to develop and maintain a learning environment in which respect for all persons and understanding of diversity and difference are practiced. Additional efforts include the following:

- The inclusion of diverse individuals – including those reflecting a diversity of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, language, political ideology, race, religion, and sexual orientation – in learning environments (comprised of the University setting; field education settings and clientele; committees; educational and social resources; resource allocations; program leadership; speaker series, seminars and other special learning opportunities; support groups; research and evaluation opportunities; and other initiatives) and in the composition of the Department's faculty, staff and student body.
- Regular assessment of the levels of diversity and difference within the Department and its programs, including routine and focused follow up designed to achieve ongoing improvements, as needed.
- The full participation of the Program faculty, staff and students in institution-wide initiatives, programs and projects that improve the amount and type of diversity and difference within the University's broader learning environment;
- The encouragement of faculty and students, individually or collaboratively, to pursue diverse and innovative research and evaluation projects and to publish or otherwise promulgate results they obtain to inform social work practice and social work education;
- The development and implementation of a fair and equitable system of rewards and recognition for faculty, students and staff that broadly supports and sustains divergent thinking, diverse points of view and differences of opinion of all types.
- Multiple forms of implicit curriculum assessment relative to the creation of a learning environment promoting difference and diversity, high quality student to instructor and student to student interchange and spirit of inquiry, and strong support for student mentoring and support (please see *Chapter 4 – Assessment).*

The Department is a leader within the University relative to promotion of diversity. In addition to the wider context of the University and community, the CCSU social work department focuses specifically on its internal culture and learning environment, seeking to create openness and support for all learners.

The Program enjoys a richly diverse student population. The table below reflects the undergraduate minority population at CCSU relative to national peer groups by percentile.
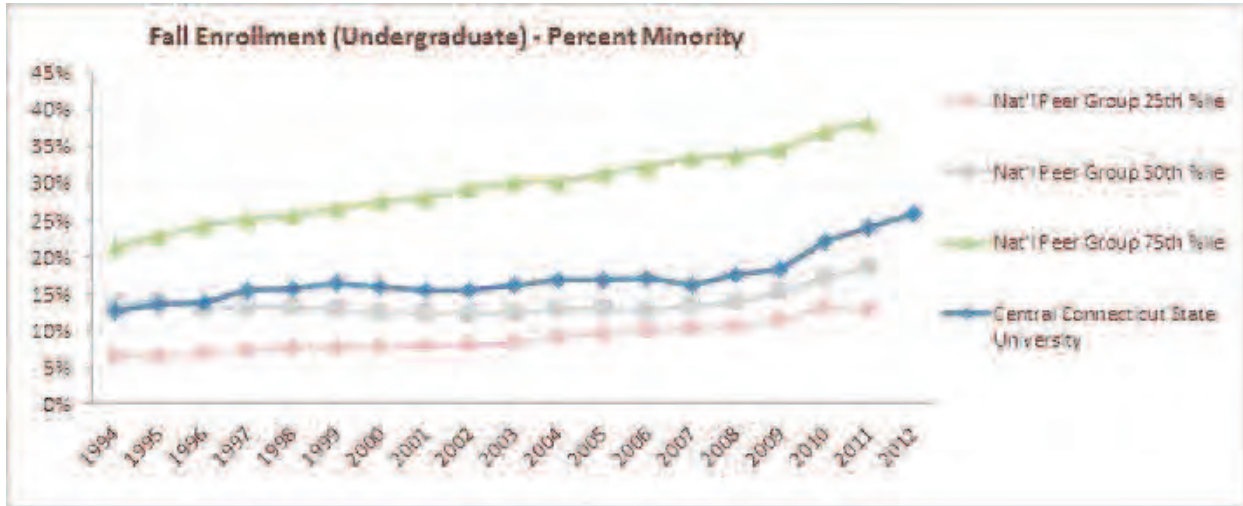
These data point to continuous efforts to assure strong representation of students of color and other minorities, and the ongoing success that CCSU has in doing so. With a clear increasing trend relative to peer institutions, and a noted increase in percentage minority population beginning in 2009 and continuing, the Social Work Program draws from a diverse pool of students within CCSU.

This University context is essential in understanding how the Social Work Program models affirmation and respect for diversity and difference. Specifically, engagement of historically underrepresented groups within the social work program reflects the Program's commitment to serving all with respect and dignity and to addressing social justice issues relative to higher education.

The Program's continued expansion of the minority populations, as a percentage of overall population with the Program, exceeds University results reflected above. The Program prioritizes this as a form of leadership with in the University. The Program plans to continue expanding its ongoing efforts to increase the number of ethnically and racially diverse students, students with diverse gender expression and sexual orientation, and a vast array of economic groups.

These efforts are also reflected in faculty and staff selection in that it these expansions to the Program team become a part of the Program's overall learning environment. The program prioritizes the diverse populations served, including a high percentage of first generation college students.

The faculty population is also seen as an important reflection of the Program's affirmation and respect for diversity and difference. As reflected in the Faculty Summary Part 1 Form (see tabs that follow this narrative chapter within Volume 1), 6/13 (46%) of faculty identify ethnicity as Hispanic or Black, and several others identify as from underrepresented groups, including two faculty from the LGBTQ population. This diverse faculty reflects the Program's commitment to modeling diversity inasmuch as it affirms it in curricula. Students are trained within a context that reflects a strong representation of diverse populations that they will ultimately serve.

In addition, the Program prioritizes affirmation of diversity through faculty diversity in three key leadership positions within the Program: the Department Chair and Director of Field Education (both are Hispanic) and the Coordinator of the Evening / Weekend Program (Black). As such, the Program demonstrates dissolution of the oft found underrepresentation of people of color in leadership roles within the academy.

The Program is fully committed in principles and practices to the goals of equal opportunity, nondiscrimination, and affirmative action, as articulated in University policy found on every course syllabus for the Program (*please see Volume 2 – Syllabi*). . Beyond University policy, however, the Program considers this affirmation of diversity and difference a direct measure of social work ethics. The importance which the Program places upon diversity and nondiscrimination is solely a reflection of faculty understanding of and belief in the cardinal values of social work in general and in the foundational values of generalist practice, specifically.

Faculty women and men are treated equally in the assignment of academic rank, salary and the distribution of work assignments within the School and the University at large. The School works with the University's Office of Inclusion and Equity to make continuous efforts to ensure equity in the recruitment, hiring, retention, promotion, and tenure of faculty and all other personnel in the School. Attention is given to nondiscrimination in the recruitment, admission and retention of students. Furthermore, diligence is committed to recognition of and rectification of discrimination in both de facto and de jure, throughout BSW and MSW curriculum within the classroom and field education.

In addition to all the aforementioned examples, the Program models the depth and breadth of its affirmation of and respect for diversity and difference in many ways, including the following:

The Program's Competency Assessment Model affirms its commitment to implicit curriculum assessment and the importance of student and instructor focus on the learning environment. This is articulated fully in *Chapter 4 – Assessment*. Students and instructors universally assess implicit curriculum measures every semester for all sections of all courses. Data are presented in Chapter 4 – Implicit Curriculum, demonstrating student report of clear promotion of difference and diversity. These results reflect a learning environment that is strongly supportive of difference and diversity. Findings on all implicit curriculum measures, including those relative to difference and diversity, are reviewed annually for changes needed to improve the Program's success in creating the intended learning environment.

the explicit curriculum further supports the Program's commitment to promotion of diversity and difference, as nine core courses specifically and formally include competency 2.1.4 (Engage Diversity and Difference) within the course requirements, include 45 identified assignments across these nine courses, which specifically include address and assessment relative to diversity and difference. (Please see *Volume 1 – Chapter 2 – Tab C - Table 2D)*. While this does not directly translate into implicit support of diversity, it does create, deliberately, important dialogue and experiences designed to reinforce the faculty modeling of a strong commitment to diversity.

The University's statement of its mission, the School of Education and Professional Studies, mission and goals, and the Social Work Program mission and goals – as reflected in catalog materials and public websites – formalize and explicitly underscore the importance these units attach to diversity and difference in all of their structures and functions.

The CCSU Social Work Program takes on the challenge of affirming and promoting diversity and respecting and welcoming differences. Through the Program's student recruitment and admission procedures, faculty and staff recruiting and hiring procedures, policies, procedures and practices, and its intrinsic curricular offerings, the Program makes every effort to ensure that all of its students have a solid exposure to diverse peers, diverse faculty, and diverse learning experiences that broaden their appreciation for and respect of the need for social workers to cultivate and promote diversity of all forms. Faculty, staff, and program methods model and provide support for students in promotion of and respect for diversity and difference that are the hallmarks of the social work profession.

B.3.1.3 *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

In order to support existing efforts and continue to affirm and support an environment that cultivates the uniqueness of each individual, while celebrating their diverse identities, the Program's plans in this area include the following specific activities:

- o *Conduct Program Exit interviews and surveys* with students, faculty and staff members who are members of minority groups who leave the Program and / or University prematurely or unexpectedly (i.e., prior to graduation), to determine what role (if any) their diverse characteristic(s) played in their decisions;
- o *Conduct Graduation Cohort Program Exit Interviews and Surveys* of all graduating students regarding promotion of diversity and other measures of implicit curriculum (Please see full description in *Chapter 4- Assessment;*
- o *Regularly survey all students to identify the perceptions* of how their diverse characteristics affect their participation in and satisfaction with the School's and University's learning environment and more specifically how the learning environment created in each course promotes difference and diversity (please see description of Implicit Curriculum Survey, including quantitative and qualitative items *Chapter 4 – Assessment*; please also see qualitative feedback to date from courses in Fall 2013 and Spring 2014 in Volume 3 – *Appendix B4 - Implicit Curriculum Qualitative Data 2013-2014);*

- *Analyze and summarize the results* of interviews and surveys of students, faculty and staff to identify areas where changes can be made to support and expand the amount and type of diversity and differences with the Department of social work;
- *Provide support to and recognition of faculty whose efforts to include learning experiences and content on human diversity* and differences are most exemplary and position them as leaders in Annual Faculty / Staff Feedback Retreats for modifications to methodology to support implicit and explicit curricula related to diversity (*Please see Chapter 4 – Assessment* on Planned Use of data in Annual Retreat);
- *Expand the Program's curricular offerings with the addition of special opportunities* (such as guest speakers, seminars, workshops, and conferences) for students, faculty and staff to encounter diverse perspectives and individuals and/or groups who are not well represented in the University or Program's student body and/or faculty/staff composition.
- *Ensure that the voices of students and faculty who are diverse, and /or have identities not represented well in the larger cultural milieu, share their experiences, are heard and respected by all members of the Social Work Program's learning community and that of the University*; this is partially accomplished through a multi-modal assessment model for implicit and explicit curricula that ensures students have multiple formats for providing feedback and needs throughout their experiences in the Social Work Program;
- *Link students, faculty and staff to opportunities in the broader University, local community, region, state, nation and world* in which they will come in contact with opinions, perspectives and people that are not familiar to them, and with which they may not initially be comfortable (e.g. specific course assignments to volunteer with groups different than self; and to select field-based experiential placement sites capitalizing on the diversity of the Great Hartford Area across race, ethnicity, immigration status, economic status; incarceration status; age; gender identity and sexual orientation, etc.
- *Ensure that all faculty and professional staff are trained and ready to provide support and appropriate guidance* to diverse and students with a beautiful array of diverse identities, as well as to students who are struggling while encountering some forms of diversity and difference for the first time;
- *Support, model and encourage diverse and different students, faculty and staff to express their diversity and differences openly throughout the learning environment.*
- *Develop strategic outreach efforts* to ensure ongoing and enhanced recruitment of diverse students through: community colleges, local community groups, participation in University Admissions Open House programs, conduct information sessions, and work with the Chief Diversity Officer at CCSU to ensure continual promotion of a diverse student body;
- *Cultivate and disseminate opportunities to support diverse learners*, including scholarships and other financial support. *Please see Volume 3 – Appendix J – Student Handbook and Field Education Manual - Student Scholarships* for examples of scholarship information and processes for application;

Overall, the School's faculty, staff and Program processes reflect a vision for, data processes to inform, and commitment to improving the learning environment to affirm and support persons with diverse identities, and to enfold current and prospective students in an environment that reflects and continues to lead with the Social Work ethic related to differences and diversity.

B3.2.1 *The program identifies the criteria it uses for admission.*

B.3.2.1.A. Admissions Criteria and Processes for the Pre-Major Student

The CCSU Social Work Program *Student Handbook and Field Education Manual (Volume 3 – Appendix J)* contains detailed information, policies, forms and student tips on the entire, multi-stage process of admission to the social work Program. Please see Handbook for a more detailed review of the admission experience at CCSU.

The social work program has a selective admissions policy. From the moment students enter as pre-majors, they are engaged in beginning preparations for the future application process steps.

The application process involves several distinct procedures prior to students filling out the application, including:

- o completing all pre-requisite courses with an earned grade of C or higher
- o concurrent enrolment in the second pre-major social work course, either SW226 or SW227
- o completion of the SW 225 Writing course;

Further, admissions policy requires that students who are declared pre-social work majors must submit a formal application for admission to the social work major and be accepted before moving forward into the 300 level social work major courses. *(Please see Handbook in Volume 3 - Appendix J)*

There are three application opportunities for pre-major students to apply to the major. Student applications are submitted October 1st, or March 1, or in the summer, August 1st. This maximizes flexibility for students applying to the program at their own best time to do so. Many of the Program's students work full time, have families. In order to support the community and context needs of the Program, a flexible admissions policy is prioritized.

Required forms are included in the appendix section of the *Handbook* and are available on the Department of Social Work website as well as in the Department of Social Work office. Students are urged to read the student handbook and field manual as all the documents are meant to clarify the student requirements at each step of the journey in the program.

Pre-major students must be fully accepted into the social work major prior to enrolling in the advanced 300 or 400 level social work courses.

B.3.2.1.B. Professionalism

Student professional behavior is an important part of their commitment to becoming a social worker. Students Pre-Social Work and Social Work majors are expected to adhere to the social work professional performance standards throughout their academic journey. The Department of Social Work operates under a selective admissions policy. The policy is based on the need to maintain a program of excellence in the classroom, in field work education, and to assure quality internship placements for professional student development. The Department reserves the right to admit a limited number of students each year.

Acceptance into the University as a pre-major does not guarantee acceptance into the social work major. Students are considered eligible to be admitted to the major when all pre-major requirements are met, including student demonstration of beginning development of social work professional skills and competencies based on learning outcomes. These are measured through Professional Dispositions Assessment and student field based Supervisor Evaluations for the 70 placements in SW 226 and SW 227.

B.3.2.1.C. Application to the Social Work Major Portfolio Requirements

The Department of Social Work utilizes the Student Portfolio to assess student preparedness to be admitted into the social work major. Students learn how to prepare their portfolio in the pre-major courses.

In the application to the social work major, students are required develop a professional portfolio to submit:

- o essential academic and service learning materials
- o syllabi for social work courses
- o graded assignments
- o transcripts
- o current degree evaluation
- o completed 70-Hour field work practice self-evaluations and the final field work evaluation completed by the agency field instructors.

Additional information on specific portfolio guidelines for students to follow are discussed in the *Handbook* (*Volume 3 - Appendix J*).

B.3.2.2.A. Faculty Review Application to the Social Work Major Student Portfolio

The Department of Social Work faculty reviews each student Application to the Major Portfolio for beginning competency and for the potential for professional competence development using a five-point scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, and 1 = Poor *(Please see Volume 3 – Appendix A1 - Application to the Major Portfolio Assessment Rubric).*The criteria assessed are:

- o 'Overall GPA, minimum 2.0 Yes or No,'
- o GPA in major 2.5 minimum Yes or No,'
- o CSWE Educational Policies: 2.1.1, 2.1.3., and 2.1.4. at the level of potential for development
- o The 70-Hour Volunteer Generalist Practice Evaluation is also reviewed by faculty to ensure that the pre-major student achieves the required 2.5 benchmark overall mean (or higher), in learning outcome in the listed beginning practice competencies.

Students not meeting the requirements at this phase of review are contacted by the department in writing regarding criteria not met for admission and to provide feedback on remedial steps that can be taken to meet requirements at a later time. Students not accepted at this phase are invited to contact the Department Chair and / or meet with the Chair to discuss ways to strengthen the application. Often, applicants needs to retake a pre-requisite call to meet the C or better grade requirement or complete another pre-requisite as yet unfinished.

B.3.2.2.B. Incoming Students / Required Orientation Meetings

Upon completion of this portfolio review, students are notified that they must attend a mandatory incoming students / orientation meeting.

The social work program at CCSU selective admissions policy is based on the need to maintain a program of excellence in the classroom and to assure availability of quality 70-hour volunteer and senior internship practice experience. Acceptance to the social work program is based upon demonstrated professional development in the completion of specific courses, volunteer practice experience and potential for professional competence in the required Council on Social Work Education Educational Policies.

The final two steps in assessing a student's goodness of fit and capacity in meeting acceptance to the major are (a) attending a mandatory incoming students/orientation meeting and (b) meeting briefly with the department chairperson.

B.3.2.2.B.1 Attending the Mandatory Incoming Students Orientation Meeting

The agenda for Incoming Students/Orientation meeting is to 'Welcome' incoming students to the major, orient them to social work program major professional development expectations, assessment requirements, and student responsibilities as social work majors. New majors are also

2-D: Conceptual Model

introduced to faculty and to other new majors attending orientation to enable students to continue to build collegial relationships with peers.

New majors major are also introduced to majors who are in leadership roles in the program in order to facilitate support for the new majors in their journey through the program. The orientation agenda is to review new majors on the following program policies, requirements and assessments and to answer any questions students may have as they advance in to the major

- Social Work Professional Dispositions completed by Instructors
- Assessments of Specified Competencies in Course Assignments
- SW Implicit Curriculum mid-course Evaluation
- 70-Hour Experiential Placement Evaluation
- 70-Hour Experiential Placement Evaluation
- End of Course Evaluations
- Sustain overall GPA of 2.0 for CCSU and GPA of 2.5 in the Social Work major to remain in the major
- Student responsibility to meet all social work major course requirements in the classroom and in field work
- Portfolio requirements moving forward
- Steps Required to Attain Application to Senior Field
- Introduce incoming students to current officers in the CCSU Social Work Club
- Introduce incoming students to current officers in CCSU Chi Upsilon Phi Alpha Social Work National Honor Society
- Incoming Students SWEAP Survey

Close to the end of the orientation new majors will complete their first assessment as majors by completing the entrance to the major SWEAP Survey.

B.3.2.2.B.2 Meeting Briefly with the Department Chairperson

Once students complete the orientation meeting, each student will exit individually to meet briefly and privately with the department chairperson to review the Statement of Understanding and the FERPA release *form (please see Appendices J & G within the Student Handbook and Field Education Manual in Volume 3- Appendix J),* and allow the student to ask questions (privately) the student might have regarding finalizing the application process to the major, the entrance into the major or any other social work program questions. Once all criteria are met, student major status will be changed from pre-major to major in the registrar's office by the department chairperson.

B.3.2.4 The program describes its policies and procedures concerning the transfer of credits.

The *Student Handbook* outlines clearly the steps students take when wanting to transfer credits into the Program. These are outlined fully in the *Handbook (Volume 3 – Appendix J)* and an overview is included in the following.

In order to transfer into the social work program, students must first be accepted to the CCSU on the University level. No transfer of credit can take place without this step. While still enrolled at the community college, students apply to CCSU, including arranging for all transcripts from other colleges and or universities to be sent directly to CCSU registrar office.

After receiving the CCSU acceptance letter/information, the student must contact the School of Education & Professional Studies (SEPS), Transfer Advising Center office for Incoming transfer students Pre-Social Work Majors.

Transferring students then bring the *Transfer Credit Evaluation* form sent by CCSU along with the acceptance letter and a list of current courses if currently enrolled in any (an unofficial transcript is acceptable). Without this information, students cannot be fully advised.

At the advising session, the student is provided with a list of courses to register for, and a *Personal Identification Number (PIN)* which will allow students to access registration at the credit level specified time.

All registration is online. Students will be assisted to activate the CCSU *Pipeline* account to access registration.

For students already enrolled at CCSU, pre-major courses can be transferred in for credit if they meet the specified criteria for course equivalency posted by the Office of the Registrar. There is an ongoing resource for students to check specific course numbers at surrounding colleges to see which class specifically the transfer credit can replace. The Registrar's office must receive the Official Transcript with grades in order to the transfer of credit to take place.

3.2.5 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.

The *Student Handbook and Field Education* Manual (Volume 3 - Appendix J) explicitly notes the following policy regarding course credit for life experience or previous course / work experience at the pre-major, major and senior field level of information within the Handbook. The Policy States:

POLICY NOTE: Life experience and previous coursework experience CANNOT be used to fulfill course requirements or get credit for courses. Included in this, life experience cannot be used to meet requirements of 70-HOUR VOLUNTEER FIELD EXPERIENCES or SENIOR FIELD INTERNSHIPS in the program. The Council on Social Work Education Accreditation Standard 2.1.8 (2008) mandates that the employment role must be separate from the field education learning experience.

11

Social work major students meet with their assigned social work faculty in the social work department 4 in advance of the Fall (October) and Spring (March) official two (2) week CCSU advising period. Students are required to check with the department secretary to determine the date the social work faculty advising schedule will be posted. Once the faculty schedules are posted, students are required to come to the department to sign up for a specific course advising session time with their assigned faculty. The assigned social work faculty advisor is listed in each students CCSU On-line Banner account. Students are also required to check the master list provided on the social work bulletin board to identify their faculty adviser.

Students meeting with social work faculty for course advising are required to bring a copy of their "Degree Evaluation." If students need assistance to print a copy of their degree evaluation, students are encouraged to go to the campus Student Technology Center and request assistance to learn how to obtain a copy of their "Degree Evaluation." Student Technology Center personnel are available to assist students.

During the first advising session, the social work faculty advisor reviews students' progress on several required advising forms and also helps students complete required forms kept in the student advising file. Students are also coached on the advising procedure, the *Social Work Curriculum Advising Sheet* and the *Social Work Program Advising Contract* (Please see *Volume 1 – Chapter 3 – Tab B – Explicit Curriculum Advising Forms*).

Advising procedures are established in order to help students navigate through the required courses in an efficient, effective manner. Faculty advisors are available to students in the event that students have difficulty with course requirements. A copy of the completed, signed *Social Work Program Advising Contract* is given to the student with the student's 'personal identification number' (PIN) needed for on-line registration for courses. Students are strongly encouraged to adhere to the contract. If students are not able to register for the agreed upon courses, students are to contact their faculty advisor to discuss course options.

Student advising files are kept in a locked cabinet in the social work department office. The student's course advising file is available for the student's review during the advising sessions with the faculty advisor. Students may request to review their file at any time by simply contacting their faculty adviser and establishing an appointment. Advising files are kept throughout the student's academic journey in the program. By journey end, the file will contain copies of the student 70-hour evaluations, transcripts, transfer equivalency forms and other forms that have been part of the student academic journey.

This intensive advising process results in strong relationships between students and their faculty advisors. Meeting each semester in person and spending time discussing courses and progression toward degree serve as a strong platform for professional advising to take place. During the advising appointment, students are encouraged to engage faculty in mentoring about the profession, professional development and other questions or concerns students have.

Faculty advisors also remain available to their assigned students for issues that arise beyond the course registration process also. All faculty keep designated office hours on at least three days

per week, where advisees are welcome to meet with their advisor / faculty member without an appointment. In addition, students are invited to email faculty to arrange a set appointment time if the open office hours do not accommodate student need or schedule.

B.3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic*
and professional performance, including policies and procedures for grievance.

B.3.2.7.A. Informing Students of Criteria for Evaluating Academic and Professional Performance

Students are informed of the criteria for evaluating their academic and professional performance in numerous ways by the Program. These include students being specifically informed of performance evaluation protocol via the:

- o *Student Handbook and Field Education Manual (Volume 3 - Appendix J);*
- o Incoming Cohort Orientation Meeting – Assessment Orientation (Please see *Chapter 4 – Assessment – Incoming Cohort Orientation Meeting*;
- o Course Syllabi – including academic and professional standards and evaluation information - *please see Volume 2 – Syllabi* for examples on all courses;
- o Professional Social Work Dispositions Assessment

For academic assessment, the Course Syllabi contains all detailed information on how students will be assessed. Students are given a copy of the course syllabus during the first class meeting. Course instructors review the academic and performance criteria (Please see *Volume 2 - Syllabi* for examples) found in writing on the syllabi and review in discussion with students to optimize student clarity. Syllabi contain important details on how students will be assessed in both academic (assignments, presentations, field work, etc.) and professional performance (maintenance of class expectations relative to attendance, deadlines, and professional demeanor. Upon completion of this syllabus review process, student sign a form attached to the last page of the syllabus acknowledging their understanding of each of the academic and professional requirements and that signed acknowledgment is placed in the student's file.

Student professional behavior is an important part of their commitment to becoming a social worker. Pre-Social Work and Social Work majors are expected to adhere to the professional performance standards of the profession. These include the National Association of Social Workers (NASW) Code of Ethics (1996) and the NASW Indicators for Standards of Cultural Competence (2007). Therefore, in both the classroom and the field practice settings, all students are expected to act in a professionally responsible manner by demonstrating adherence to program policies in attendance, promptness, behavior, respect for the diverse opinions of others, as well as tolerance for difference. To assist student in learning self-awareness in these and other essential professional behaviors, the *Professional Social Work Disposition Scale* was developed by the department to measure student professional behavior and attitude. At the start of each semester the "Dispositions" are discussed in each course to ensure student understanding, and each student signs the student signature review page attached to the course syllabi acknowledging having been reviewed.

Faculty rate students using a 3-point Likert scale rubric: 1-Does not meet expectations, 2-Meets expectations, or 3-Exceeds expectations. Students rated "Does not meeting expectations" in most categories will meet with faculty to determine a course of action to ensure professional development in deficient rated categories. The six categories of student demonstrated learning evaluated are "Habits of thinking and Action: (1.) Toward Learning, (2.) Toward Clients, (3.) Toward Professional Social Work Conduct, (4.) Toward Interpersonal Relationships, (5.) Toward Communication, and (6) Toward Self-Awareness." (Please see *Professional Social Work Dispositions Rubric in Volume 3 – Appendix A3).*

B3.2.7.B. Policies and Protocols for Grievance and Appeals

As part of the School of Education and Professional Studies (SEPS), the Social Work Program abides by the designated SEPS protocols for all grievance and appeals, as well as the administrative infrastructure to manage these processes.

Examples of situations where these policies are invoked include:

- o   Denial of admission to the School of Education and Professional Studies (SEPS)
- o   Dismissal from a SEPS program;
- o   denial of approval to participate in field experiences, practicum or internships;
- o   removal from field experiences, practicum or internships

These examples are academic decisions which reflect careful and deliberate judgment by the Program's faculty regarding performance concerns. SEPS Policy identified factors which are considered in such decisions as including, but are not limited to:

- o   the adequate professional development of the student;
- o   SEPS requirements and performance standards;
- o   professional performance standards and attributes mandated by the state and national standards and Council on Social Work Education;
- o   SEPS unique responsibilities to the public in regards to CCSU student participation in field based activities.

Per the SEPS policy, *the University recognizes that on occasions there may be an error or palpable injustice in the determination of denial of admission to a SEPS-NC program, removal from a program, denial of approval to participate in a field experience, practicum or internship, or removal from a field experience, practicum or internship. A student who believes that an error or a palpable injustice has occurred in arriving at this decision may pursue an appeal.*

3.2.7.B.1. School of Education and Professional Studies (SEPS) Appeals Committee

> *The Dean of the School of Education and Professional Studies from time to time receives appeals from students regarding various decisions made in programs housed in the School of Education and Professional Studies. In order to guarantee the student a fair review, the Dean shall seek recommendations from the SEPS Appeal committee according to the following policies.*

The SEPS Appeals Committee is made up of the SEPS Assistant Dean (chair), a representative of the SEPS Governance Council, SEPS Associate Dean, Chair of the Teacher Education Department, and the chair or representative of the student's program. The SEPS Appeals committee will make recommendations to the Dean regarding the appropriate action on the appeal. The Dean will then make the final decision regarding the appeal.

B.3.2.7.B.2. Denial of Admission to the Professional Level of School of Education and Professional Studies

The SEPS Policy States:

Denial based on low GPA

Each program has established GPA admission requirements based on program, state and national standards and requirements. In cases where the GPA requirement is based on state or national standards or regulations, it may not be possible to waive the GPA requirement. The student should contact the Department regarding the program's policy on waiving the GPA admission requirements.

Appeal:

- The student may submit a written letter of appeal requesting a waiver of the SEPS-NC GPA admission requirement if department policy allows such a waiver. The letter should be addressed to the Assistant Dean, School of Education and Professional Studies (SEPS).
- The letter of appeal must present compelling evidence of:
  a. Demonstrated academic ability in recent coursework showing an exemplary pattern of performance different from prior undergraduate course work. The letter should focus on the student's academic performance particularly in the major core content area for which certification is sought or courses relevant to the certification requirements (i.e. general education, pre-requisites, etc.). Also, the letter should note any significant period of time between completion of prior undergraduate course work and recent course work.
  b. Intervening life experience such as working in a profession/vocation that has contributed to the student's growth and development relevant to the program. Note: life experience and previous work experience cannot be used to meet requirements of field experiences, internships, or practicum in the program.

The Assistant Dean will place the appeal on the agenda for the next scheduled SEPS Appeals Committee. The SEPS Appeals Committee will review the student's appeal and program application materials. The committee may request additional information from other University sources The appeals committee will make a recommendation to Dean who will make the final decision.

The Assistant Dean, on behalf of the Dean, notifies the student in writing of the decision of the Dean within two weeks of the appeals committee meeting. The decision of the Dean is final and there is no further appeal available. The student may reapply to the program in a future application cycle.

B.3.2.7.B.3. Denial based on failure to receive program/department recommendation for admission based on inadequate performance on program specific admission requirements

The SEPS Policy States:

Review and evaluation of program specific admission requirements is conducted by each program and department according to departmental policy. The admission materials are evaluated by program faculty

as mandated by CCSU and state and national standards and regulations. The student must pass these requirements to be admitted to the professional level of undergraduate SEPS non-certification programs.

 Appeal:

- The student meets with the program coordinator for the program/department involved to discuss why the student's performance on the requirements was inadequate. After this meeting, if the student believes an error or palpable injustice has occurred then an appeal of the department's decision may be made.
- The student meets with Department Chair to discuss:
    a) what error or palpable injustice the student believes occurred and
    b) what actions lead the student to believe that there is an error or palpable injustice.

The Department Chair will investigate the issues and notify the student within two weeks in writing of the outcome of the investigation and appeals decision. If the student wishes to appeal the matter further, an appeal may be made to the SEPS Dean.

- The student should submit a written appeal with supporting documentation to the Dean of SEPS, substantiating the following:
    a) the circumstances of the error or palpable injustice the student believes occurred
    b) the evidence of the error or palpable injustice.

The Assistant Dean, acting on behalf of the Dean, will place the appeal on the agenda for the next scheduled SEPS Appeals Committee. The Chair of the department housing the program to which the student is seeking admission will provide the committee with a written report of the initial review of the issues. The committee may also request additional information from other University sources. A departmental faculty member rather than the Department Chair will represent the department on the committee. The appeals committee will make a recommendation to the Dean who makes the decision regarding the appeal.

The Assistant Dean, on behalf of the Dean, notifies the student in writing of the decision of the Dean within two weeks of the appeals committee meeting. The decision of the Dean is final and there is no further appeal available.

B.3.2.7.C. *CCSU Policy on Academic Misconduct*

Academic Misconduct is evaluated at the University level ultimately. University policy on Academic Misconduct states:

At Central Connecticut State University we value personal integrity as fundamental to our interactions with each other. We believe that one of the purposes of a University education is for students learn to think critically, to develop evaluative skills, and to express their own opinions and voices. We place special weight on academic honesty in all of our intellectual pursuits because it is a value that is fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning. Therefore, we expect students to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought one may draw upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism.

The CSU code of conduct, Guidelines for Student Rights and Responsibilities and Judicial Procedures, defines *academic misconduct* as including, but "…not limited to providing or receiving assistance in a

manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects and examinations (cheating); and presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgement (plagiarism)."

B.3.2.7.C.1. *Academic Misconduct - Cheating*

Academic Misconduct is evaluated at the University level ultimately. University policy on Academic Misconduct states:

Cheating may take many forms. It includes, but is not limited to, the following actions, unless explicitly authorized by the instructor:

Exams:

- Copying from another person's paper or receiving unauthorized aid from another person during an examination;
- Use of unauthorized materials or devices during an examination or any other form of academic evaluation and grading; e.g., use of signals, notes, books, or calculators during an examination when the instructor has not approved their use;
- Knowingly allowing another person to copy from one's paper during an examination;

Improper Behavior:

- Use of another person as a substitute in any form of academic evaluation or acting as a substitute for another person in any form of academic evaluation. e.g., a student cannot have another person take an examination for him/her;
- Acquisition or distribution of improperly acquired examinations; e.g., stealing examinations before the test period or taking a copy of an examination from a testing room without the permission of the instructor; (Examinations which have been distributed by an instructor are legitimate study tools);
- Submission of another's material as one's own for academic evaluation;
- Preparation of work for another student to submit for academic evaluation;
- Unauthorized collaboration in the preparation of materials to be submitted for academic evaluation; e.g., working with another student on an assignment when the instructor has not authorized working together;
- Submission of the same work, or substantially similar work, in more than one course without prior consent of the evaluating instructor(s);
- Disruption in classroom, lab, or research and study areas; any conduct or actions that grossly or persistently interferes with the academic process. (See the CSU, Rights and Responsibilities, "Proscribed Conduct," No. 7, *CCSU Student Handbook*.)

Falsification or Misuse of Academic Information:

- Falsification or misrepresentation of one's own academic record or that of anyone else; e.g., altering a transcript for admission, hacking into the University's computer system and changing a grade, having another student take an examination in one's place, signing someone else's name to an attendance sheet.
- Unauthorized use of information in University computer records or the computer files of other students (see *Computer Use Policy*);

- Using unauthorized materials or fabricated data in an academic exercise; e.g., falsifying data in a research paper or laboratory activity; conducting research on human or animal subjects without review by the appropriate panel or supervisor.

Plagiarism:

- Copying sentences, phrases, paragraphs, tables, figures or data directly or in slightly modified form from a book, article, or other academic source without using quotation marks or giving proper acknowledgment to the original author or source.
- Copying information from internet websites and submitting it as one's own work;
- Buying papers for the purpose of turning them in as one's own work;
- Selling or lending of papers for the purpose of violating academic honesty policies; (this may also be an academic crime, see Connecticut General Statutes, §53-392a.)

Consequences of Academic Misconduct:

- There are significant consequences when an undergraduate student engages in academic misconduct.
- In each case the faculty member will initiate a conference with the student, after which the faculty member who believes that misconduct has occurred must complete a University Academic Misconduct Report, which is the record of a faculty member's determination that the student identified in this report has engaged in academic misconduct. The content of a University Academic Misconduct Report shall include all items indicated in the form attached to this Policy.
- A copy of each University Academic Misconduct Report will be sent to the student, the Department chairperson, the Dean's office, and the University Judicial Officer.
- Upon receipt of the University Academic Misconduct Report, the University Judicial Officer, in consultation with the faculty member, may initiate disciplinary proceedings, which may result in sanctions, including disciplinary probation, suspension or expulsion from the University.
- When a faculty member determines that a student has engaged in Academic Misconduct the student shall be required to complete the Academic Integrity Workshop.
- The sanctions for academic misconduct available to a faculty member include any or all of the following:
  1. A grade of "F" for the course.
  2. A grade of "F" for the material being evaluated.
  3. A reduced grade for the material being evaluated.
  4. The assigning of additional course work.

B.3.2.8 *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.*

As described fully in section B.3.2.7. above, as part of the School of Education and Professional Studies (SEPS), the Social Work Program abides by the designated SEPS protocols for all grievance and appeals, as well as the administrative infrastructure to manage these processes. This includes policies and procedures for terminating a student's enrollment in the social work program.

Examples of situations where these policies are invoked include:

- o Denial of admission to the School of Education and Professional Studies (SEPS)
- o Dismissal from a SEPS program;
- o denial of approval to participate in field experiences, practicum or internships;
- o removal from field experiences, practicum or internships

These examples are academic decisions which reflect careful and deliberate judgment by the Program's faculty regarding performance concerns. SEPS Policy identified factors which are considered in such decisions as including, but are not limited to:

- o the adequate professional development of the student;
- o SEPS requirements and performance standards;
- o professional performance standards and attributes mandated by the state and national standards and Council on Social Work Education;
- o SEPS unique responsibilities to the public in regards to CCSU student participation in field based activities.

Per the SEPS policy:

The University recognizes that on occasions there may be an error or palpable injustice in the determination of denial of admission to a SEPS-NC program, removal from a program, denial of approval to participate in a field experience, practicum or internship, or removal from a field experience, practicum or internship. A student who believes that an error or a palpable injustice has occurred in arriving at this decision may pursue an appeal.

(also found in 3.2.7.B.1). School of Education and Professional Studies (SEPS) Appeals Committee
The Dean of the School of Education and Professional Studies from time to time receives appeals from students regarding various decisions made in programs housed in the School of Education and Professional Studies. In order to guarantee the student a fair review, the Dean shall seek recommendations from the SEPS Appeal committee according to the following policies.

The SEPS Appeals Committee is made up of the SEPS Assistant Dean (chair), a representative of the SEPS Governance Council, SEPS Associate Dean, Chair of the Teacher Education Department, and the chair or representative of the student's program. The SEPS Appeals committee will make recommendations to the Dean regarding the appropriate action on the appeal. The Dean will then make the final decision regarding the appeal. Specific protocols and chain of communication are detailed in the report of appeal policies in the previous section B.3.2.7.

The (CCSU) *Student Handbook (Volume 3 - Appendix J)* identifies the many campus committees and advisory boards which provide a path for CCSU students to become involved and participate in the development and implementation of CCSU policy. One pathway is by becoming a student representative in the CCSU Student Government Association.

The Department of Social Work faculty also encourages pre-major and major students to participate in formulating and/or modifying policies that impact students as pre-social work and social work majors. Participation in this process can be accomplished by providing oral or written feedback, suggestions, or feedback through the Social Work Club or the Phi Alpha Honor Society (both described below).

All of this student input can be given to multiple Department representatives to support students' candidness and feelings of confidence and comfort in so doing. Individuals with designated roles to cultivate this feedback include faculty advisors, the department chairperson, or other faculty. Students can also request to meet with the department faculty during a department faculty meeting.

Another pathway is for students to communicate through the student representative to the Department of Social Work Advisory Board. Both student social work organizations are strongly encouraged to identify a member of their organization to serve as the student representative to the social work department advisory board

New policies or procedures under consideration are reviewed by the department chairperson and faculty and include officers and/or students involved with the social work club, and officers and students in Phi Alpha Honor Society which ever group decides to participate. If there are major changes to the existing program an open forum may be held and an invitation extended for students to attend. This will enable full student participation and understanding of the proposed policy or program procedural changes in order to elicit student responses and enable students to be part of the policy-making functions of the department of social work. Students may also advocate for new policies and procedures to be considered in the program using the same communication pathway options noted above.

Policies and procedures that may be of interest to social work students relative to engagement in the change processes, may include but are not limited to the following:

- Academic and Professional Policy Expectations
- Academic Advising Procedure
- Application to the Major Policy and Procedure
- Application for Acceptance into the Field Education/Seminar
- Field Education Component of the Program
- Grade Appeal Policy and Procedure for CCSU
- Policy for Credit for Life or Work Experience
- Policy for the Use of Employment as Field Education

- Social Work Program Procedure
- Safety Policy
- Student Course Advising File
- Transfer Policy
- Vehicle Policy

__B.3.2.10__ The program demonstrates how it provides opportunities and encourages students to organize in their interests.

The Program offers students both formal and informal opportunities to explore their own interests, organize within the Program and beyond, and host activities consistent with the Program's Mission and goals. Two formal means by which students are encouraged to organize and much student peer leadership happens within the Program include the Social Work Club and the Chi Upsilon Chapter Phi Alpha Honor Society. In addition, the University offers a diverse variety of social, professional, educational, recreational and advocacy opportunities in which students can organize and become involved. Further, the Social Work Club participates as one organization in the University network of student organized clubs and often partners on initiatives of shared interest.

Specific information on both of the Social Work specific student organizing opportunities is presented in the following.

B.3.2.10.A. The Social Work Club

The Social Work Club is the social work student organization recognized and funded by the University. All pre-major students are eligible to be members and are encouraged to meet other social work students by actively participating in the club meetings and activities. The faculty advisor works with the club officers and members providing guidance, information and support as needed throughout the academic year. The faculty advisor represents the club at the faculty meetings and communicates with the department chair and faculty the minutes of the meetings and the agenda for the academic year. The faculty advisor is also available to help the leadership clarify the vision for the academic year, review the club expenditures and activities to ensure the club functions within the guidelines of the university policy.

The club members vote the new incoming club officers into office in the spring semester generally in May. The officers remain in office until the following spring when new officers are voted into office. The club officers include a president, vice-president, secretary and treasurer. However members may vote to elect two co-presidents if the members agree. Officers assume the club leadership role establishing the meeting calendar, identifying social service projects, and organizing fund raising activities.

Officers also maintain the social work club Facebook page, update and maintain the social work club bulletin board located in R. C. Vance Academic Center third floor, recruit new club members, communicate activities to pre-majors and majors via email, in social work course and serve as informal mentors for pre-majors and new majors as they journey through the major. Social work club members are encouraged to become involved in social work sponsored events,

conference and activities on campus. Students are encouraged to activate and use their assigned CCSU email in order to be in communication with the club leadership and to stay informed on the social work club activities. Members are also encouraged to review the social work club bulletin board for project information, activities and for social work job postings.

B.3.2.10.B. Chi Upsilon Chapter Phi Alpha Honor Society

The Chi Upsilon Chapter of Phi Alpha Honor Society at CCSU is part of a national honor society for social work students. The purpose of phi Alpha honor society is to provide a closer bond among student of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellences in scholarship and achievement in social work. Qualifications: An overall GPA of 3.0, and a GPA of 3.25 in core social work courses must be maintained-in eight (8) semester credit hours or 12 quarter hours required in major and must be completed for honor society. Students begin to apply each fall semester.

B.3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

The qualifications of them Program's faculty and adjunct faculty relative to qualifications, social work practice, education and years of service within the Program are summarized on *Form F2 and Table 3A* (and in Section 3.A.5.) – *Volume 1 – Chapter 3 –* following *Tabs C and D,* respectively, immediately after this narrative chapter. Full CV information is provided in the *Volume 3 – Appendix G for the Department Chair (G1),* Full Time Faculty (*G1-5*) and the Director of Field Education (*G2*). CV for Adjunct Faculty are found in *Appendix G6.* Additional information on leadership accomplishments and significant service for adjunct faculty is summarized in the *Faculty Leadership Activities Report in Volume 3 – Appendix H,* demonstrating the Department's commitment to employing adjunct faculty who enrich the expertise, leadership and diversity of faculty within the within the Program. All faculty who teach in the program, including full time and adjunct faculty have MSW degrees and more than two years of social work practice experience.

B.3.3.2 *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

The CCSU Social Work Program continues to grow. Student enrollment remains dynamic, in that the rolling admission to the major policy along with counts of both pre-major and majors, results in difficulty naming a set total of students within the program at any one time.

For planning purposes, a total of approximately 375 majors and pre-majors are anticipated to have some contact in the Program for the upcoming academic year (per the Department Chair). The fluidity of the pre-major experience, timing of eligibility for admission to the major, and other factors often influence the conversion rate from pre-major to major status, resulting in a smaller overall cohort in contact with the Program at any given time. Many of the students listed as designated social work pre-majors within the system come to social work faculty for advising, yet may not be enrolled in any social work courses for several semesters.

Several University Institutional Assessment Reports assist the Department Chair in estimating incoming cohort size for the purposes of faculty planning. Examples of these University metrics, include, but are not limited to: advising assignments; Full Time Equivalent Enrollment Summaries; Student Headcount Reports; Faculty & Student Credit Hour Reports; and, the

Student-Faculty Ratios by Department.   Copies of many of these finalized reports are found in *Volume 3 - Appendix F - University Faculty Metric Report and the tab following this Chapter 3 narrative for the Student-Faculty Ratios by Department University Report behind Tab E.*

Of key importance in demonstrating compliance with EPAS standard B.3.2.2., the faculty: student ratio for the Social Work Program was 1:24.7 for Fall 2013, and 1:25.4 for Spring 2014. Please see *Volume 1 – Chapter 3 – Tab E - Student-Faculty Ratios by Department University Report* behind this Chapter 3 narrative.

The University has responded to ongoing Program growth within by approving the hire of two full time tenure track faculty in 2013, as well as an "emergency hire" full time faculty member for the 2014-2015 year while the Program recruits another full time tenure track faculty member. This position is posted currently and faculty members are actively recruiting a new colleague, to begin interviewing in winter, 2014.

These five full time Social Work faculty positions are augmented by 14 highly experienced adjunct faculty members. Please see *Faculty Summary Report Forms* in *Volume 1 – Chapter 3 - Tabs C & D* behind this Chapter 3 narrative along with *Table 3A* specifically noting adjunct faculty training in social work, social work practice experience, as well as social work education experience. The Program benefits from leaders within the social work community, including agency leaders, who serve as adjunct faculty for the Program.

Full time faculty maintain an active teaching load, while fulfilling scholarly activities and service activities, as described in the workload policy in section B.3.3.4.

B3.3.3 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

Four full time tenured or tenure track faculty serve 100% time in the baccalaureate program. Additionally, another position line has been approved and the Program is actively recruiting a fifth full time faculty member in Fall, 2014. Until that hire is made, an "emergency hire was approved and was completed to add a fifth full time faculty member for the interim 2014-2015 year. All faculty credentials, years of experience, training by CSWE accredited programs and teaching experience are highlighted on *Table 3A* and in the *Faculty Summary Forms I & II* located behind tabs immediately following this Chapter 3 narrative. All four tenured or tenure track faculty have PhDs and MSWs (from CSWE accredited programs) along with bachelor's degrees. All four faculty members have full time appointments in the Department of Social Work, as will the incoming full time tenure track faculty member and the interim "emergency hire" faculty member.

The CSU-AAUP Collective Bargaining Agreement ("The Contract") specifies all policy related to faculty workload and its relationship to achieving both the institutional priorities and the department-specific mission and goals. All faculty at CCSU in all departments, including social work, fall under the auspices and requirements of "The Contract." Specific to workload policy, the Contract (2011 p. 68) states the teaching load requirement:

"10.2 Institutional Teaching load for Full-time faculty 12.0 load credits per semester (4 three-hour courses per semester)

10.6.5 Reassigned Time for Curriculum Development, Faculty Developmental and Instructional Enhancement

- *At the discretion of the President or designee, full-time members may be awarded reassigned time for curriculum development, faculty development, or instructional enhancement. The following definitions for each of these categories:*

- *Faculty development - workshop, symposium, conference, acquiring new skills related to discipline or necessary for new technology, licensing, certification"*

Emanating from the "Contract" as described above, each School within the University further specifies how these policies related to workload shall be carried out and assessed in practice. For the Social Work department, this level of interpretation of the Contract is found within the School of Education and Professional Studies. In keeping with the above AAUP policy, the SEPS policies describe faculty workload expectation and provide for modifications to the four course load per semester to support faculty in achieving other aspects of the University priorities and departmental mission and goals, such as scholarship.

This specification at the School level provides greater clarity and accessibility to faculty. The SEPS-General Council, a representative body within SEPS constituted by faculty from all SEPS departments, provides for faculty to self-advocate for specific "release time" for mission-specific work on research and other creative activities. The SEPS-GC policy states the following application procedure to enable full-time faculty to apply for *Research Re-assigned* time.

"4.11.9.2 Creative activity appropriate to one's field, such as delivering papers at professional conferences, production/performance of artistic works, research, study, and publication" (CSU-AAUP Collective Bargaining Agreement 2007-2011, p. 27)

1. *The proposed project can be qualitative, quantitative, mixed methods, or theoretical.*
2. *Proposals with a specific curriculum/course development component are not typically considered for RRT. However, curriculum projects that have a clearly articulated research or evaluation component may be appropriate.*

3. *Faculty members on the Research Reassigned Time Faculty Committee may not also submit a proposal for RRT during the year they serve on the committee.*

4. *Upon completion of research projects, recipients of Research Reassigned Time shall submit a formal summary (inclusive of activities, analysis, and recommendations) to the dean of the School of Education and Professional Studies by the start of the semester following the close of the reassigned time period. In addition, research findings should be shared with members of the School of Education & Professional Studies and presented in appropriate professional venues.*

In order to further support social work faculty in applying and capitalizing on these workload policies at the Institutional and School levels, the Social Work Departmental by-laws further define and describe activities for which release time could apply. The social work department states the definition of *creative activity* and *service* in the Departmental bylaws *(Please see Appendix *** Social work Department by-laws, 2007 p. 9 & 10).* Within the departmental bylaws, faculty are further supported by specific articulated examples for responsibilities in each of these areas, along with examples of products or activities that constitute service or creativity. This level of detail provides a strong infrastructure of support for faculty in pursuing the social work specific mission and goal-related activities. The departmental by-laws essentially translate the social work mission and goals into the SEPS-GC policies on workload which translate the SEPS' faculty work into compliance with the AAUP Contract.

Specific to faculty workload in support of the social work mission and goals, found in full in *Volume 3 - Appendix E - Social Work Departmental Bylaws* state:

> *"All policies and actions of the Department shall be in accord with applicable provisions of the Collective Bargaining Agreement, and of the By-Laws of the University Senate" (Social work Department by-laws, 2007 p. 2)*
>
> ***"C. Creative Activity***
> *The social work faculty values research and scholarship and is committed to enhancing the professional knowledge base of the profession. To maintain teaching excellence, it is imperative that scholarship and creative endeavors complement the teaching process and contribute to the discipline's body of knowledge. In keeping with national studies on social work research at the undergraduate level, the following categories are suggested as indicators of scholarship, which may be used in the evaluation of social work faculty.*
> *Indicators of fulfillment of creative activity responsibilities included but are not limited to:*
> *1. Workshops are utilized by the social work profession as a mode of enhancing the skills and knowledge of social work practitioners.*
> *2. The initial development and delivery of a workshop at the national level represents an important scholarly and creative contribution.*
> *3. The development of instructional materials (printed materials, audiovisual materials, computer-based instruction, etc.) for widespread use in the education of professional social workers. This form of scholarship relates primarily to instructional materials for traditional professional education, also might relate to materials used for in service training and staff development on a broad basis.*
> *4. The publication of articles in regional, state, or international professional journals is an important form of scholarship.*
> *5. The presentation of a paper at a regional, state, or international professional conference can be highly competitive endeavor and valuable form of scholarship to the profession.*
> *6. The publication of book reviews in professional journal*
> *7. Publication of book chapter*
> *8. Book or monograph*
> *9. One edited book containing at least one original substantive chapter by the faculty member*
> *10. Editorship, associate editorship or book review editorship of a professional journal or book*
> *11. Presentation of a paper at a professional meeting*
> *12. Discussant at a professional meeting*
> *13. Grant writing is recognized as a valuable/important form of scholarship. We acknowledge that scholarly and creative activities are required in developing grant proposals. Grant writing is*

seen a viable scholarly activity, which allows the conduct of research and the provision of staff training and/or service   delivery programs. Grant proposals, which are evaluated by panels of peers or other professional reviewers, is seen as most significant.
14. Review of grant proposals at the request of grant agencies
15. Council on Social Work Education Reaccreditation
16. Development of entrepreneurial endeavors
17. Preparing electronic resources pertinent for discipline
18. The review of ethics and licensing complaints for the Connecticut Department of Public Health and/or the National Association of Social Work
Evidence: includes but not limited to published work, gallery or page proofs, or a final letter of acceptance from editor or editors, program funders and directors" (Department of Social Work By-laws 2007, p. 9 & 10).
The Department of Social Work by-laws (please see Volume 3 - Appendix E) also note the 'service" requirements of full-time faculty which also demonstrates the program's support and the achievement of institutional priorities and the program's mission and goals.

"B. Service

The social work faculty views service to the department, college, university, wider community and the profession a major obligation and role. Service maintains currency with the profession which enhances our teaching, provides opportunities to strengthen ties with the professional community, and to provide role models to the student body.
Indicators of fulfillment of service responsibilities include but not limited to:
1. Serving on department, college and university committees
2.   Membership in community, agency and professional boards and committees with specific appointed duties. Contributions demonstrated by offices held, reappointments to a term of service, minutes of meetings, letters from agency directors, and completion of projects or products.
3. Professional presentations at meetings and/or local workshops, and/or development of local workshops.
4. Organization or development of new programs or enhancement of existing programs or resources.
5. Administration of a grant project or contract.
6. Recognition through honorary designations and/or awards
7. Coordination of local, state or national professional meetings and/or Workshops
8. Holding official positions—elected or appointed—in professional or community service organizations.
9. Advisement of campus clubs or students organizations
10. *Mentoring junior faculty*
Evidence: includes but not limited to letters of support, certificates, annual reports, minutes of meetings, completion of projects, presentation materials" (Department of Social Work By-laws 2007, p. 8 & 9).

B.3.3.5 *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.*

All faculty are expected to demonstrate meaningful contributions in all aspects of the faculty professional role. This includes specific mandates within the Faculty AAUP Contract, which specifies teaching load, creative activities including scholarship and other contributions to the advancement of professional knowledge and skills. All full time faculty are assessed annually for their related contributions in teaching, creative activities, service to the University, School and Department, and ongoing commitment to professional development. For additional details on this review process, please see *Volume 3 – Appendix E - Departmental By-laws*.

Adopted in the Winter 2014 faculty meetings, both full time and adjunct faculty are asked to complete the *Social Work Faculty Leadership Activities Report (*Please *see Volume 3 - Appendix H)*. This report tracks on an ongoing basis the faculty team's overall productivity in primary areas of professional impact. Included are significant contributions in: scholarship, service, presentations, publications, and connections with key constituents within the University and the community. Please see *Appendix H for a completed Faculty Leadership Activities Report* for a sample of professional contributions from faculty during this accreditation period, beginning in 2006. As noted, faculty only report on activities completed while on faculty at CCSU, resulting in contributions by Drs. Adam and Leon beginning with their full time hire in 2013.

Monthly team meetings provide an important venue for faculty shared accountability, reflection and acknowledgment, as members are invited to share their significant announcements in any of the professional areas. Activities are considered within the context of the Program's mission and goals, recognizing the pivotal role of faculty leadership in creating a learning environment that demonstrates commitment to impacting the profession. This highlights faculty activity in scholarship, funding, dissemination, presentation and community leadership activities, along with relationships with the community fostered by, for example, ongoing community agency Advisory Board service. This process also provides faculty with a venue for mutually informing each other of upcoming activities for student involvement or impact relative to professional developments by individual faculty.

Another unique form of faculty accountability to ongoing professional growth and contribution involves required faculty submission of *creative teaching activities*. Reported in a designated section of the *Faculty Leadership Activities Report*, accountability for ongoing report of teaching creativity supports faculty in identifying and sharing innovations in experiential activities conducted within the classroom. CCSU prioritizes strong relationships with students and the role of faculty as teachers first and foremost. As such, in addition to the more traditional measures of faculty accountability in scholarship, the Program continually invites faculty innovations in teaching activities as part of the reporting process in direct support of University goals.

All Program faculty and staff are held accountable for demonstrating professional behavior in keeping with the Code of Ethics and modeling the 2008 EPAS standards. This is conceptualized as faculty embodying the *Professional Dispositions* for which students are continually assessed, as well as the core elements of the generalist social work practice definition discussed in *Chapter 2 – Explicit Curriculum* and highlighted in *Table 2A (Volume 1 – Chapter 2 – Tab B*.) Please also see *Chapter 4 – Assessment* for a discussion of the *Professional Dispositions* and *Volume 3 – Appendix A3* for the *Professional Dispositions Rubric*.

Faculty engagement in assessing students on these professional dispositions each semester, across all years of the program, elevates awareness to and significance of recognizing these behaviors in action. Faculty routinely address challenges to maintaining this professional behavior through self and other accountability. Faculty peers provide encouragement and support, and the Program Director addresses any concerning faculty behaviors in partnership with the Dean of SEPS.

Students are asked directly and indirectly for feedback on the learning environment, specific to faculty modeling of professional behavior. Please see *Chapter 4 – Assessment – Implicit Curriculum*. Within the formal assessment of implicit curriculum, students provide feedback on faculty demonstration of professional behaviors / competencies, specifically related to: cultivating diversity, critical thinking, inquiry, valuing and respecting differences. All of these behaviors are hallmarks of the profession, generalist social work practice and the core competencies. This process was developed as part of the formal Self-Study process with faculty fully supportive of formalizing this feedback process.

Implicit curriculum feedback from students is provided to faculty for self-accountability. Students' qualitative feedback on these surveys include acknowledgement of faculty modeling and its impact on the educational environment *(Please see Volume 3 - Appendix B4 - Implicit Curriculum Quantitative and Qualitative Feedback)*. Qualitative student feedback is listed verbatim by course and quantitative data are summarized by semester for each item on the *Implicit Curriculum Survey*.

B.3.4.1 *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

The Central Connecticut State University provides the primary educational context in which the Department of Social Work operates. Within the University Structure, the Social Work Department is housed within the School of Education and Professional Studies (SEPS) (Please see *Volume 1 – Chapter 1 – Tab B* for the *University's School of Education and Professional Studies Administrative Structure Flow Chart).* Thus, mission integration with and reciprocal support by both the University and the School of Professional Studies creates the overall educational and administrative context in which the Social Work Program functions.

This structure and resulting context impact how effectively the Program accomplishes its specific mission and goals, as well as how congruent the social work student experience will be within the larger academic community of CCSU. As such, the mission and foci for both the University and SEPS are presented below. An analysis of all three missions and program foci (University, School and Department) resulted in noted alignment areas. Categories explicitly stated in all three mission statements and supportive materials demonstrate a strong interconnectedness of mission and intention across this system. These include, but are not limited to:

- commitment to building the state and local workforce;
- cultural and global competence;
- community engagement;
- social change;
- generalist practice;
- outcomes assessment;
- professional dispositions;
- diversity in all aspects of learning;
- policy impact

This nexus of University, School and Departmental Mission provides a mutually reinforcing environment for student development and practice and a shared sense of accountability for graduating students prepared to impact these pivotal areas to social work.

Despite its nesting within the SEPS, the Social Work Department has an autonomous unit structure, with designated leadership, administrative and support staff, advisory and standing faculty committees, and budget. The School demonstrates its necessary autonomy to work effectively through the following examples:
  o sets its own policy related to Departmental Guidelines
  o establishes the infrastructure for its own management practice (e.g. team meetings, departmental requirements, schedule);

- selects its own personnel to recommend to the Dean for hire (with the support and guidance of University Human Resources Personnel and the Chief Diversity Officer)
- manages its own budget under the supervision of the Dean of SEPS
- maintains its own policy via the *Student Handbook and Field Educational Manual*, incorporating the University policies on non-School specific issues;
- develops and implements its own assessment and accountability for program performance structures to maintain compliance with all CSWE EPAS.

Overall leadership of the Department is provided by the Department Chair for Social Work, who reports directly to the Dean of School of Education and Professional Studies. Delia J. González Sanders, Ph.D., MSSW, LCSW Associate Professor, serves as the Chairperson for the Department of Social Work. The program director is a full-time tenured, Associate Professor of Social Work at Central Connecticut State University. Please *see Volume 3 – Appendix G1-Administrative CV's – Program Director / Chair of Department* for a detailed review of Dr. Sanders' capacities and contributions

B.3.4.2 *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.*

The CCSU Social Work Program's transition to 2008 EPAS and the Self-Study process have been accomplished utilizing a team approach across multiple years and leadership transitions for the Program. Beginning in early 2010, faculty and staff participated in meetings, national training, activities, decisions and transition steps in an effort to prepare for the significant changes in curriculum and assessment, as well as educational culture required by 2008 EPAS. This Self-Study documents the multi-year process, demonstrating transitions in key areas of explicit curriculum, implicit curriculum and the overall assessment process.

In many ways, the Self-Study captures the story of how a small team of social work faculty embarked upon the fundamental transitions necessary to understand, adopt and systematically implement 2008 EPAS, while maintaining high teaching loads, advising, University and School responsibilities and successfully growing the Social Work Program.

All faculty and staff were involved in the development of program transition plans, curriculum changes, and adoption of the CCSU Competency Assessment Model, and implementation of associated standards. This was formally intensified and included in monthly team meetings throughout the Fall, 2013, and Spring, 2014, semesters, as the Self-Study produced areas where tweaks or new processes were indicated during the previous years of information gathering.

Chapter 4 – Assessment describes the history and evolution of key areas of assessment and accountability, all developed and implemented by program faculty. Further, the processes put in place to accomplish the Self-Study, and specifically to grow from data gathering to coherent conceptualization for assessment, were developed, implemented and evolved by faculty over the past several years. Faculty are now in a position to utilize the stories these data tell to drive programming decisions. Formal processes have been set up for the Annual Faculty Feedback /

Data Review to ensure ongoing faculty involvement in all aspects of Program compliance with EPAS standards.

Related to all of these involvements and shared responsibilities, all faculty continue actively teaching courses and have been and will remain instrumental in ensuring integrity of explicit curriculum and continuity of program activities and assignments. Faculty meet monthly to assure their involvement in all aspects of the program curricula and accountability measures. Further, all faculty will continue to be involved student assessment on the practice behaviors and all implicit curriculum items as articulated in the 2008 EPAS document via the planned evaluation measures as described fully in *Chapter 4*.   All data will be reviewed and integrated by faculty via the Annual Report and systematically integrated via the *Faculty / Staff Feedback Integration Retreat* as described in *Chapter 4*.

These methods assure that all faculty remain involved via multiple mechanisms in the implementation of 2008 EPAS and assessment of practice behavior benchmarks by students.   Similarly, this level of full team involvement reinforces a culture of accountability within the social work Program, where students and instructors join to ensure that we hold each other mutually accountable for a learning environment that develops competent social workers.

B.3.4.3 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.

CCSU maintains Standing University and College Personnel Committees (including a designated Department Evaluation Committee – DEC – with tenured and elected faculty from SEPS departments). These committees work with Faculty Senate and under the auspices of the AAUP CCSU Contract, which articulates faculty roles and responsibilities, including limits to these.

University committees constituted by faculty (including social work faculty) oversee the development of all University and College-wide personnel policy, respectively. Within CCSU, a shared faculty governance model is employed, ensuring that faculty maintain input on all personnel matters.

Within the School of Education and Professional Studies, each Unit, inclusive of the Social Work Program establishes its own policy related to retention of contracted faculty as they seek tenure, tenure review and promotion within the umbrella university policy and according to the AAUP CCSU Contract. Each Department within SEPS developed its Departmental Guidelines, which are given by the Chair to all faculty members. The Department hair works with the DEC committee designated for social work to manage all social work related faculty personnel issues, including, but not limited retention, promotion, and tenure. Please see *Volume 3 – Appendix E* for *Social Work Departmental By-Laws.*

For hiring processes, University Human Resources, in partnership with the Chief Diversity Office, implements state policy, establishes, and guides all activities of the Social Work Department / Program to ensure compliance with all federal, state and University hiring

practices.   When a position is created or becomes vacant, the Department Chair appoints a faculty search committee to ensure faculty participation in implementation of all recruitment and hiring procedures. Faculty, students and staff participate in candidate interviews, presentations, and faculty participation in candidate performance review and hiring decisions.

B.3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

The CCSU Social Work Program Director for the BSW Program is Delia J. González Sanders, Ph.D., MSSW, LCSW Associate Professor and Chairperson for the Department of social work. The program director is a full-time tenured, Associate Professor of Social Work at Central Connecticut State University. Specific address of her leadership, contributions to the field and impact as an administrator for the program are described below under applicable standards. Please *see Volume 3 – Appendix G1- Administrative CV's – Program Director / Chair of Department* for a detailed review of Dr. Sanders' capacities and contributions

B3.4.4(a) The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.

B.3.4.4.A.1. Leadership as a Teacher:

The program director teaches most of the core courses in social work at the pre-major, major and senior level offered by the social work program. Teaching evaluations by students provide strong indicators of creative and highly significant contributions to enhancing student learning opportunities both in the classroom and in field work experience agency settings working as the faculty liaison.

In the six years the program director has been employed as full-time faculty the program director has been nominated three times by students for the CCSU Excellence in Teach Faculty Award. Twice the director was awarded "Honor Roll" recognition and once awarded "Semi-Finalist" recognized. Teaching Pre-Social Work and Social Work Majors - Bachelor level students course content in Social Welfare Policy and Services I, Generalist Social Work Practice with Individuals and Families, Human Behavior and the Social Environment I, Introduction to Social Work Research Methods, Generalist Social Work Practice with Small Groups, Social Work Practice with Latinos, Senior Seminar and Senior Field Practicum I, II, III, IV.

Leadership as a teacher is evidenced by the extensive National/Regional and State conferences the program director/department chairperson has participated in as a presenter of her research and the collaborative research with colleagues from other institutions of higher education.

Finally, teaching leadership, the program director/department chairperson is demonstrated in her commitment to student learning and to the profession by serving as an adjunct professor of social work at Smith College School for Social Work teaching master's level students during the summer graduate education program within the social work program, and in the continuing education program teaching graduate level social work professionals working in the social work field. http://www.smith.edu/ssw/acad_cont_summer_c.php

B.3.4.4.A.2. Leadership as a Scholar:

The program director has engaged in multiple studies in the area of Alzheimer's disease and related irreversible dementia beginning in 2001. The scholarship and research interest has led to the director's involvement in studies listed next.

Diverse populations: Closing the gap, information and help seeking experiences among Hispanic family caregivers (2006-2010).
CoInvestigator, Center on Aging,University of Connecticut Health Center & Alzheimer's Association Grants Program.Research conducted in Connecticut & Massachusetts.
The goal of the study is to enhance our understanding of self-reported pathways to dementia diagnosis,dementia care advice and guidance received from health carepractitioners, and self-efficacy for managing dementia, among Hispanic family members caring for a relative with dementia.

Diverse populations: Closing the gap, information and help seeking experiencesamong Hispanic family caregivers (2006-2010).

Co-Investigator and ResearchAssociate II, Center on Aging, University of Connecticut Health Center & Alzheimer's Association Grants Program. Research conducted in
Connecticut and Massachusetts. Thegoal of the study is to enhance our understanding of self-reported pathways to dementiadiagnosis, dementia care advice and guidance received from health care practitioners, andself-efficacy for managing dementia, among Hispanic family members caring for a relative with dementia.

Dementia care consultant for ethnic minority families (2009-2010).

Designed and wrote clinical intervention manual; hired, trained, and supervised the interventionist, a bilingual, bicultural MSW Care Consultant at
Alzheimer's Association; analyzed andsummarized data findings and prepared manuscript for publication submission. Co-Investigator, Center on Aging, University of Connecticut Health Center and the Patrickand Catherine Weldon Donaghue Medical Foundation Grant

The purpose of the research study: Persistent memory loss, often referred to as dementia, is a major cause of disability in older adults, and a major challenge for family members. The purpose of this study is to learn more about how family members or close friends take care of persons with dementia and to compare ways of improving the care they provide.

The Northern Connecticut Dementia Care Partnership Project (NCDCPP) CareConsultant interventionist for family caregivers of relatives afflicted withAlzheimer's disease and related irreversible dementia disorders (June 2003-June2004).

The partnership included the Center on Aging,
University of Connecticut HealthCenter, Alzheimer's Association, and ProHealth Physicians Network

partnership. Theresearch examined, social work care consultant intervention interviews and activities withdiverse family caregivers; worked with grant project with principal investigator, researchstaff, and NCDCPP participants. Also used the data to designed future grant projects.

The goal of this research was to examine a three tiered dementia care partnership model that included the person with dementia and family caregiver, the primary care physician andthe Alzheimer's Association care consultant at the state or regional chapter.

The leadership as a scholar led to the recent publication:

González Sanders, D. J., &Fortinsky, R. H. (2012). *Dementia Care With Black and Latino Families*: *A SocialWork Problem-Solving Approach*. New York: Springer Publications.

The publication is designated a "Doody's Core Title" by Academic Libraries.
"The authors have created a book that comfortably combines substantial research findings with readable, practical guidelines for assessment and intervention in the real-world practice of social work. This authoritatively researched, well-written volume will appeal to the multiple disciplines involved in assisting dementia patients and their families. It will also be useful for academic health care collections...Highly recommended."-- Choice: Current Reviews for Academic Libraries

The program director's commitment to research and evidence-based practice has helped enhance course content thereby modeling scholarship and publication for students in the program fostering the development of student interest in scholarship.

B.3.4.4.A.3. Leadership as an Administrator:

At CCSU the title for the program director is Department Chairperson. The content in this section will refer to both titles however it should be noted that in the AAUP contract the official title is Chairperson for the department.

As an administrator the Program Director/ Department Chairperson has a "dual responsibility of leading the department in fulfilling its responsibilities in academic and personnel areas and of facilitating the functioning of the department. The department chairperson is the normal channel of communications between the department and other departments, division/areas or like groupings, offices and the administration" (AAUP contract 2007-2011, 5.23 p. 41). Facilitates data collection and completion of student learning outcome assessments, completes department annual reports and annual department assessment reports."

The program director/"chairperson has the responsibility to ensure that the department expresses its decisions by majority vote of its full-time members, except where otherwise provided by this Agreement or in the department's bylaws (AAUP contract 5.1.6) 2007-2011."

The program director as "department chair has the responsibility for managing the scheduling of course, each semester, monitoring enrollment, scheduling the department faculty to meet the student, and program needs and provide faculty with day-today support in the contractual items for the faculty scholarship such as, research, scholarship, creative activity and service."

The director/"department chair has the responsibility for the content and development of courses, curriculum, and programs of study within its discipline, research and service area, and for evaluation of the performance of all department members, subject to all other provisions of this agreement
(AAUP contract 2007-2011 5.1.7) The program director, & department chair person has the responsibility for managing, under the supervision of the Dean of SEPS, both the OE and DPS budgets for the department."

The program director/"department chairperson is responsible for leading of the department's members in establishing teaching assignments, the departmental assignments, for members establishing policy and on grading, admissions, academic standings consistent, curricular changes involving individual courses, within the department with the university-wide policies established by the Senate and approved by the President (AAUP contract 2007-2011 5.1.7.2)"

The leadership role of the social work department chair/ (program director) is to adhere to the above as well as the specific interpretation of these as written in the Social Work Department bylaws (2007.)

Each department maintains the responsibility of Electing a Department Chairperson by the full-time Department members, at the February, (odd numbered year) Department meeting with a simple majority. The Chair serves for a term of three years, beginning no later than the next fall semester following the election.

Responsibilities of the Department Chairperson include:

> *1. Scheduling and conducting department meetings according to approved By-Laws. Minutes of each meeting are to be filed with the appropriate Dean and Academic Vice- President.*
> *2. Overseeing department staffing processes:*
> > *a. Coordinating department activities to ensure that duties (e.g., teaching, advisement committees, community relations, co-curricular activities) are fairly apportioned.*
> > *b. Soliciting faculty interest in teaching summer and intersession courses, offering, making*
> > *the summer teaching option to full-time faculty first (see Collective Bargaining Agreement).*
> > *c. Coordinating the recruitment, mentoring and evaluation of adjunct and Special Appointment faculty.*
> *3. Developing and overseeing of Department budget and expenditures.*
> *4. Transmitting information and documents, including the Department annual report, to appropriate administrators or committees according to University procedures, and providing rationale for and defense of department proposals concerning program, curriculum, course development, equipment and supply needs, staffing assignments, recommendations for hiring, space needs, community services involvement, etc.*
> *5. Ensuring mentoring and in-service assistance to Department members.*
> *6. Facilitating faculty evaluation processes.*
> > *a. Involving appropriate Department members in DEC activities (see procedures for faculty evaluation in Collective Bargaining Agreement), and ensuring DEC processes and recommendations are completed in a timely fashion.*

b. Ensuring that full time and adjunct faculty use the Department's "Course Evaluation" assessment process. Data on adjunct faculty will be shared with the Chair, within role as coordinator of department activities. (See VII, B.2.c.).
c. Chair shall do a final report on Special Appointment faculty as a Department record of: workload assignments and performance, including commentary on teaching as reported in student classroom evaluations and observations, service to Department and University, and other salient information.
7. Developing effective academic advisement procedures for students assigned to the Department, consistent with University policies and procedures.
8. Overseeing the upkeep of University property assigned for instructional and staff support purposes.
9. Supervising all Department members to ensure that all obligations such as office hours, filing of book orders, reporting of grades, clearance for professional and personal absences, etc., are properly met.
10. Arranging for coverage of Department courses in the event of absence of a faculty member.
11. Supervising clerical staff in the department, including student workers and graduate assistants. The department Chairperson is responsible for the final selection, assignment, performance evaluation, and recommendation for termination of departmental clerical staff.
12. Function as liaison to the Council on Social Work Education and the Baccalaureate Program Directors, providing required documentation and correspondence as necessary.
13. To notify candidates for DEC.
14. Coordinate application to program including schedule of applicant interviews.
15. Providing student class overrides when appropriate.
16. Write annual report for SEPS" (CCSU Social Work department Bylaws 2007, p. 3, 4 & 5).

B.3.4.4.A.4. *Leadership as a Professional Social Worker*:

The current program director/department chairperson demonstrates leadership as a professional social worker with the established earned academic credentials and with the professional clinical work experience.

The program director practice experience post BSW is at least two years, thirteen years post master's experience and eight years post Ph.D. The program director has professional work experience in a variety of mental health outpatient agencies, schools, university, and inpatient and outpatient hospitalization programs in the state of Texas and Connecticut providing clinical services to diverse client populations in a wide variety of life-span development stages. The program director/department chairperson has developed and piloted evidence based practice interventions in at least two settings with statistically significant clinical outcomes.

Certification and Licensures held by the program director are as follows.

- 4/1997   -Current   State of Connecticut Department of Public Health Licensed Clinical   Social Worker, L.C.S.W., State of Connecticut Department of Health Social Work

- 10/2002 -10/2010   State of Connecticut State Board of Education Bureau of   Certification, Provisional Educator, School Social Worker

- 12/1999 -10/2002   State of Connecticut State Board of Education Bureau of Certification, Initial Educator, School Social Worker

- 7/1998 -7/1999   State of Connecticut Board of Education Bureau of Certification, Interim Initial Educator School Social Worker

- 12/1993 -12/1996 Basic Masters' Licensure-Texas L.M.S.W. (12/96 inactive status-move (12/96 inactive status-moved to CT)

- 11/ 1991 -12/1993 State of Texas BSW Department of Health License - Texas LSW

In the role as a professional social worker and researcher, the program director/department chair also serves on the Alzheimer's Association CT-Chapter Medical and Scientific council, serves on various board of directors, within the academy, in the region and state. The program director/department chair is also a member of various professional local and national organizations.

The Program Director/Department Chairperson holds a number of social work degrees granted by CSWE-accredited training programs. She received a Ph.D. from Smith College School for Social Work, in Northampton, MA in Clinical Social work in 2007, a Master of Science in Social Work with Direct Practice Concentration from the University of Texas at Austin, TX in 1993, and a Bachelor of Social Work and Minor in Latin American Studies, Summa Cum Laude, from the University of Texas at El Paso, TX in 1991. All institutions are accredited social work programs by the Council on Social Work Education

B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

The CCSU Social Work Program Director for the BSW Program is Delia J. González Sanders, Ph.D., MSSW, LCSW Associate Professor and Chairperson for the Department of social work. The program director/department chairperson is a full-time tenured, Associate Professor in the Department of Social Work at Central Connecticut State University. The program director/department chairperson has been employed full-time at Central Connecticut State University since 2007.

The program director/department chairperson was voted into office by members of the department in Spring 2012 for a 3-year appointment through 2015. The appointment was approved by the Dean and the university President and took effect September 1, 2012. In the Spring 2014 the department chairperson/program director was voted into office by the full-time faculty members of the department as required by the social work department bylaws and the AAUP contract and was approved by the SEPS Dean and approved by the university President for appointment time 2015-2018.

B3.4.4(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 of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

Under the CSU-AAUP Collective Bargaining Agreement members receive load credit for department chairperson position (AAUP contract 2007-2011).
The social work program director/department chair person receives 50% re-assigned time to fulfill duties as program director and department chairperson.

The program director/department chairperson strongly advocated for the added faculty, staff, and software resources (listed below) that were received from the SEPS dean in the 2013-2014 academic year to support of the social work program increasing needs and *Council on Social Work Education Policy Accreditation Standards.*

- Faculty positions
- Assistant dean of assessments
- Staff support (student work study)
- Re-organized electronic data assessment support team
- Resource support provided by the dean of the School of Education and Professional Studies
- Purchase new software for SEPS departments to establish electronic student portfolios
- Social work department office space
- Faculty office space
- Conference room space

At this time, the 50% re-assigned time seems sufficient for the chairperson to fulfill the duties as stated in the AAUP contract, and the requirements outlined by the Council on Social Work Education Policy Accreditation Standards.

B.3.4.5 The program identifies the field education director.

The Field Education Director in the social work program is Assistant Professor of Social Work, Joanne León, Ph.D., MSW, LCSW. Dr. Joanne León is employed at CCSU as a full-time, tenure track faculty member of the social work program. Specific detail addressing each of the standards relative to the field director are presented in the following. Please *see Volume 3 – Appendix G2- Administrative CV's – Director of Field Education* for a detailed review of Dr. Leon's capacities and contributions

B.3.4.5(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.*

The field education director has historically demonstrated leadership skills and professional social work competencies in practice, field instruction, administrative, and academic and professional experience.

B.3.4.5.A.1. Leadership in Practice

The field director has two years post BSW experience, fourteen years post master's experience and 2 years post Ph.D. experience. The director has worked in a variety of mental health outpatient agencies, detention facilities, and inpatient hospitalization programs in the state of Connecticut and Massachusetts providing clinical services to diverse client populations in a wide variety of life-span development stages.

The director has also provided intensive inpatient hospital psychiatric assessment working with monolingual/bilingual clients with pervasive mental health issues. With over 14 years' experience working in school systems with the New Britain School System, the field director has designed and implemented alternative programs for students unable to learn in standard classroom environments. Working collaboratively with placement team members, crisis committee and student research based intervention teams the director has worked to provide students and families with the required therapeutic assistance to overcome educational barriers and foster success.

In other agency practice work the director has provided individual and group supervision to clinicians, and other state personnel providing training to the state agency in child protection services.

B.3.4.5.A.2. Leadership in Field Instruction:

The field director has worked as a field instructor for the CCSU social work program for 4 years. During that time the director has designed and implemented at least 5 new and different field settings for senior students in the program. She has also provided supportive training to new field instructors working in with senior students.

Her work noted above to provide individual and group supervision to clinicians speaks to the director's demonstrated skill competency and expertise in facilitating learning for other professionals working in the field.
As the senior seminar instructor and field liaison, the director is able to use her demonstrated skill competencies to assist senior student learning in agencies, schools, and hospitals.

B.3.4.5.A.3. Leadership in Administration:

At CCSU an essential role for the field director to demonstrate is administrative ability not only to identify student field education placements, but also to build a consistent sustainable the field practicum resource base. To do this the field director must demonstrate professional social work administrative leadership skills to build the resource network of collaborative relationships with administrators in outpatient agencies, schools, and inpatient hospital settings throughout the state. The administrative networking skills require a substantial about of marketing or advocacy skills to help agencies and institutions recognize the benefit for agencies to provide social work students with learning opportunities in the field. Other required administrative skills the director must demonstrate are skills to facilitate the cooperation of the practicum setting to collaborate with the social work program in applying the required social work learning protocol documents, assignments, assessments learning opportunities for the individual student learner. The field director seeks to identify field education practicum opportunities to provide a "living lab" while taking foundation courses to increase student knowledge and exposure to the broad spectrum of social services in the social work field.

B.3.4.5.A.4. Leadership in Relevant Academic Activities

The field director demonstrates leadership in the academy in at least two areas: First, in teaching. The field director has teaching experience with undergraduate students at CCSU and graduate students at Smith College School for social work.

At Central Connecticut State University the current field education director is an alumni of the CCSU social work BSW program therefore is familiar with the program from the perspective of a former student. Second, the education director is also formerly an adjunct professor in the department of social work, teaching students in the major and also teaching senior students. The director taught: *Field Education experience I & II and Field Education Seminar I & II.*
As a full-time tenure track faculty member, the field director has taught: *Introduction to Social Work Research,* and *Generalist Social Work Practice with Individuals and Families, Field Education experience I & II and Field Education Seminar I & II.*

Third, as an adjunct professor at Smith College, the field director taught in the MSW program: *Problems in Biopsychosocial Functioning.* The content included teaching a beginning knowledge of psychodynamic theories, and DSM IV diagnosis to build student skill competency to apply theories and concepts relevant to a range of problems in psychosocial functioning with diverse, marginalized, or other at-risk populations.

In academic scholarship: The director worked two years with the Hispanic Health Council, Hartford, CT as a Research Assistant/Graduate Research Internship with the NIH Export Center for Eliminating Health Disparities among Latinos (CEHDL). The director assisted in the development of community-based research to target developing and evaluating community based best-practice solutions to health disparities: Year 1: Depression among Latinos
Year 2: Social Determinants of Maternal and Child Health. This research has been submitted for publication. The program director demonstrates potential for future growth in publications and scholarship in the academy.   While working with the New Britain School System, the director engaged in research to examine methods to help reduce attendance issues with diverse elementary school student populations. The research findings are currently pending publication.

Research interests include:
- Latino Mental Health Issues
- Latina Mental Health Disparities
- Minority Health and Health Disparities
- Preventive factors for Disease in Health Disparity Populations

The director's interest in teaching and conducting research demonstrates commitment to scholarship in the academy. The Field program director is presenting a research paper at the National Association of Social Worker meeting July 2014 in Washington, D. C.

B.3.4.5.A.5. Leadership Service to the Academy:

The Director of Field Education serves on the faculty senate as the social work program senator, and also on various academic committees on the CCSU campus.

B.3.4.5(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.*

B. 3.4.5.B.1. CSWE Accredited Education
The field education director received an MSW from the CSWE Accredited - University of Connecticut School of Social Work in 1998. She is also a member of the *National Association of Social Workers*
B.3.4.5.B.2 Post BSW and Post MSW Practice:

The field director has two years post BSW experience prior to obtaining her MSW, fourteen years post master's experience and two years post Ph.D. experience. The director has worked in a variety of mental health outpatient agencies, detention facilities, and inpatient hospitalization programs in the state of Connecticut and Massachusetts, providing clinical services to diverse client populations in a wide variety of life-span development stages.

The director has also provided intensive inpatient hospital psychiatric assessment working with monolingual/bilingual clients with pervasive mental health issues. With over 14 years of experience working in school systems with the New Britain School System, the field director has

designed and implemented alternative programs for students unable to learn in standard classroom environments. Working collaboratively with placement team members, crisis committee and student research based intervention teams, the field director has worked to provide students and families with the required therapeutic assistance to overcome educational barriers and foster success. In other agency practice work the director has provided individual and group supervision to clinicians, and other state personnel providing training to the state agency in child protection services.

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

The field education director is automatically provided with 25% assigned time for administrative duties as field education director. The department chair and program director ensures that the field education director is provided the 25% assigned time for field director responsibilities. This is accomplished by providing a course release of 3.0 hours non-teaching credits for time solely dedicated to the administrative responsibilities of the field office.
 .
During the academic year, the field director teaches 9.0 credit hours each semester. The 9.0 hours, include 6.0 credits for the two courses required for senior field education, *Field Education experience I & II and Field Education Seminar I & II*. The remaining course is either a practice course or research.

Because CCSU has one undergraduate program, the 25% assigned time for administrative duties is sufficient time. The field education director is responsible for the following administrative duties regarding senior field work and works collaboratively with the department program director.

Per the *Student Handbook and Field Education Manual (Volume 3 – Appendix J)*, the Field Director maintain the following responsibilities:

> *The Role Responsibilities for the Field Education Director:*
>
> *1. Conduct senior student field orientation (with the program director)*
>
> *2. Review and assess portfolios (with the program director) and submit electronic assessment to assessment team*
>
> *3. Meet individually with students to provide assessment outcome and provide course advising for first semester of senor seminar and senior Field Education Seminar I and Field Education Experience I*
>
> *4. Assign field work experience agency to each student for field work placement based upon individual learning needs of student*
>
> *5. Confirm student placement*

6. Submit field agency assignments to program director and administrative staff, & maintain senior student agency placement assignment files

7. Schedule field instructor meetings on campus (1 per semester)

8. Serve as the administrative link between the program director, the faculty instructor for the senior courses - Field Education experience I & II and Field Education Seminar I & II, and if necessary the agency

9. Visit the agency with the CCSU faculty course instructor and liaison to confer with field instructor and student to resolve field work problems in field work

10. Re-assign field work experience agency in the event that the agency, field instructor or student is unable to continue the learning experience placement

The 25% assigned time for administrative duties is sufficient in that the field education director is providing administrative duties for seniors in the one undergraduate program. The program averages 40-50 students applying for senior field each semester. The average number of students in senior field placement is approximately 100 per academic year.

The field education director is responsible only for the transition of senior students from the major status to senior field work experience status, and is indirectly responsible for the senior student while the student is in the senior field experience settings. The course instructors of each of the senior field courses, (Field Education Experience I & II and Field Education Seminar I & II) are primarily responsible for the satisfactory completion of the senior seminar and the senior field work experience of each student and for the submission of the senior field assessment at the end of each semester.

The faculty teaching *Field Education Experience I & II and Field Education Seminar I & II* are required to make at least one field agency meeting each semester to facilitate senior student learning in the field setting. Additionally the faculty teaching the courses are required to attend the field agency instructor meetings held on campus each semester with the field education director and the program director.

While there are 4 courses in the social work program that require 70-hour volunteer field work, (2 in the pre-major SW226 & SW227 and 2 in the major status SW360 & SW361), the field education director does not have direct responsibility for the agency assignment or for the completion of early program experiential field work for those students unless the field director is teaching one of those courses. The course instructor of each of the four courses is responsible for assuring and accounting for the student's satisfactory completion of the 70-hour volunteer field work of the students and for the submission of the field evaluation.

Accreditation Standard B.3.5—Resources

B.3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

The Provost and Vice President for Academic Affairs (PVPAA) develops the budget for the School of Education and Professional Studies (SEPS). He considers multiple variables in the budget development process, including, but not limited to, historical enrollment data, projected enrollment, faculty salary, part time lecturer expenses, clinical supervision and accreditation expenses. After considering multiple data points to arrive at a set of final figures, the PVPAA distributes to the Dean of SEPS specific funding allocations for each academic department. This occurs at the outset of each academic year. These funds are broken into two categories: Operating Expenses (OE) and Department Personnel Services (DPS). Department chairpersons have the responsibility for managing, under the supervision of the Dean of SEPS, both the OE and DPS budgets for their respective departments. Please also see the *Program Expense Budget Form* in *Volume 1 – Chapter 3 – Tab G* immediately following this *Chapter 3* narrative.

B.3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

The Department of Social Work faculty are provided with contractual funds each academic year which can be used to support work-related travel (e.g., presentation of academic research, professional conference attendance, etc.). Additionally, departmental faculty have the opportunity to apply for contractual research-reassigned time and contractual curriculum-reassigned time. Both outlets provide faculty the opportunity to engage in continuous improvement opportunities with regard to their scholarship and program-related curriculum. Additionally, the Department of Social Work has developed and implemented entrepreneurial activities. These activities have generated revenue which the department is able to draw from to further support faculty professional development and to address local challenges within the program's context.

B.3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

As demonstrated in the Program Expense Budget table, the Department of Social Work receives ample funding to support its faculty and staff. In fact, the Department has enjoyed a period of growth, adding one new faculty line in the 2013-14 academic year. The budget data also indicate that Department has received on-going financial support for both temporary/adjunct faculty and for technological resources.

B.3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

Please see *Volume 1 – Chapter 3 – Tab F – Library Reports* – immediately following this *Chapter 3* narrative - for all required library reports and documentation of library resources in support of the social work Program.

The Library supports the Social Work program by providing access to subject databases, journals (both online and in print), books and other materials to students and faculty.

The library is open a total of 84 hours, across 7 days a week during the academic semesters. Reference assistance is available all hours that the library is open. The reference department provides bibliographic instruction tailored to individual courses upon faculty request. A Social Work Research Guide is available on the library's website to assist students in finding reliable resources in the discipline.

Each department on campus has a librarian designated to work with a faculty liaison from the department in selecting book, periodical, and other materials for the collections. The complete list of liaisons is available from the Library's homepage. By clicking on the Departments/Staff button and then clicking on the Subject Liaisons button, users can find the liaison lists along with a tab for New Books under each department. Listings of newly acquired books can be found there.

The library purchases journals both as direct subscriptions and through online journal packages. Currently there are six social work journals, twenty-two sociology journals, and fifteen criminal justice journals purchased directly. We have over one hundred sixty sociology and social work journals available through journal aggregators.

A listing of articles and databases is available by subject on the Library's homepage. The list of social work and related subject databases is attached in *Volume 1 – Chapter 3 – Tab F – Library Reports*, listing the full Library report and supporting documentation.

Circulation policies for students allow for a four week loan period with another four weeks permitted for renewals. Loan periods for material on Reserve are set by the professor for each course taught.

Statistics for the most recent fiscal year (2011-12) indicate that 2,898 books circulated from the Social Work, Sociology, and Criminal Justice collections in the Library. This represents 8% of the total circulation for the year. Please see *Volume 1 – Chapter 3 – Tab F – Library Reports* for specific detail.

Library expenditures in these three fields for books, media, and journals from 2009 – 2012 are also provided in the full report.

The social work program director monitors the office space, classroom space and technology needs required to meet the needs of the program. The director considers multiple variables in the office space, classroom space and technological requirements. *Please see Volume 3 – Appendix I - Social Work Department Office and Classrooms Diagrams and Information* for a copy of the floor plan for the Social Work department offices and others issues space resources addressed in the following sections.

B.3.5.5.A. Disability Access:

The social work department can be accessed easily using the disability access doors entering the building, and the elevator provides access the third floor social work department office area. Braille floor indicators are posted in all elevators on campus. Classrooms used on campus provide disability access. Each area of the social work department work and learning space allows for wheelchair access including the administrative staff space, and full and part-time faculty office area space, conference room and classrooms.

B.3.5.5.B. Faculty Office Space

Within the third floor department office area each full-time faculty member is assigned private secure office space to complete required work. Each office has access to all needed and required technology for work functions need by the full-time faculty including allowing for private confidential and course advising meetings with students. Additionally, full-time faculty can access the assigned department conference room located on the first floor if additional space is needed for meetings.

The workspace needed for part-time faculty is also monitored by the program director using the course schedule each semester. The course schedule for both full and part-time faculty is driven by projected and current student enrollment data. Within the third floor department office area part-time faculty are provided with access to two offices not used by full-time faculty, for required work and private meetings with students. In both of these areas, the part-time faculty can access needed and required technology. Because the program offers day, evening and weekend course enrollment, part-time faculty workspace is available with access to technology, copying, fax in each office space area.

B.3.5.5.C. Classroom Technology:

Classrooms on the CCSU campus are equipped with an instructor cabinet providing full access to all needed and required technology for classroom use during day, evening, night and weekend course schedules. The information technology personnel are available during the course hours in the day, evening, night and weekend to resolve technology problems. Should a faculty member report a technology problem while a class is in session, to the 'information technology help desk'

the 'information technology help desk' dispatches a technician to the classroom within minutes of the report to resolve the issue.

B.3.5.5.D. Classroom Space Requirements

The social work program director monitors enrollment in each social work course. The program director, in collaboration with the registrar, ensures the classroom assigned for each course section meets the instructor and course needs and is satisfactory. Classroom changes are made by the program director if enrollment increases, or if the space is not appropriate for the particular course learning requirements.

Additionally, the full and part-time faculty, typically visit the classroom assigned prior the beginning of the semester to ensure the learning environment space is appropriate for the course content, students and faculty. If the space is not satisfactory, the faculty may request a change and the program director will request a classroom change from the registrar. If the faculty has a special course assignment or needs individual student access to technology temporarily, the faculty may request temporary use of an additional classroom to meet the learning requirements.

There is considerable flexibility to ensure an appropriate space for the learning environment. Finally, if enrollment increases substantially the program director will hire an additional part-time faculty, create a second section of the same course, at the same time as the original schedule in order to satisfactorily balance the classroom environment and meet student instructor ratio requirements as outlined in the CSWE EPAS requirements.

B.3.5.6 *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

Students requiring access to assistive technology, including materials in alternative formats (Braille, large print, books on tape, assistive learning systems), are usually identified by the Student Disability Services (SDS) during admission to the university and prior to admission to the program as social work pre-majors.

If a student is not identified prior to admission as a pre-major, and a specific student learning need is identified, an initial collaborative meeting may be initiated either by the student, by faculty, by the Social Work Program Director and/or by the Student Disability Services Coordinator. The purpose of the meeting is to assess the strengths and weaknesses of individual student, to complete a learning needs assessment and to develop adaptive appropriate and 'reasonable student accommodations' plan necessary for access to the social work program. The work is done collaboratively in order to assess the course requirements, mission and goals of the social work program as well as the need of the student in order to make the best decision for the individual student and for the social work program while providing services and promoting educational equity for students with disabilities. During this meeting it may be determined that a third collaborative meeting may be required to include all parties.

The third meeting may also be initiated by the student, the full-time or part-time faculty member, the Social Work Program Director and/or by the Student Disability Services Coordinator to provide additional information on the specific course required CSWE demonstrated competencies and learning outcomes. Because CSWE EAPS require students to learn specific demonstrated professional competencies and demonstrate learning outcomes, there are particular 'essential functions' in the social work program that students must be able to demonstrate. Therefore the assessment of student strengths and weaknesses determine whether 'reasonable accommodations' can be provided to enable the student to be successful in the social work program.

This meeting may also result in an alternative academic plan outcome. Assessing student strengths and weaknesses may lead to a recognition by everyone present that 'essential functions' could not be met by the student therefore 'reasonable accommodations' could not be made to enable the student to meet the CSWE EAPS required professional competencies and demonstrated learning outcomes. Therefore a more appropriate adaptive academic plan might be required to enable the student to be successful in the academy. At this point the Social work Program Director and faculty would no longer be involved in the final academic plan for the student. The student and the Student Disability Services Coordinator would develop adaptive and compensatory plan enabling the student to set goals toward a path in the academy more likely to foster success for the individual student thus promoting educational equity for the student with disabilities.

The Student Disability Services Coordinator responsibilities include:
- To assist the student in the determination of appropriate accommodations and auxiliary aids
- To determine eligibility for academic accommodation based upon a review of the submitted documentation
- To communicate eligibility and right to accommodation with student and faculty
- To assure student receives the appropriate accommodations
- To interact with faculty members when appropriate
- To develop strategies to negotiate campus life
- To increase personal advocacy skills
- To identify strengths and weaknesses so that students can develop adaptive and compensatory skills and set goals
- To explore disability-related needs and locate resources that are necessary for appropriate accommodations
- To disseminate information about support services both on and off campus

Additionally the Student Disability Services website provides student access to "Quicklinks" Enabling students to access services as needed.

Central Connecticut State University
Social Work Program
Advising Contract

Name: _____ ID#
_____

Today's Date: _____ Enter Year for Semester for Course Advising: FA _____ SP _____ SU _____ WT
_____

Student Schedule:

Course	Department	Day & Time	Credit

Student has agreed to the following:

_____

_____

_____

_____

* It is the student responsibility to learn the course requirements for the social work major and to monitor progress toward graduation (total number 122 of credits, etc.). Checking your degree evaluation to ensure you are receiving the correct course credit for courses completed each semester is highly recommended.
Student's Signature:
_____

Student's Personal Identification Number (PIN) _____

Faculty Advisor's Signature: _____

CENTRAL CONNECTICUT STATE UNIVERSITY
SOCIAL WORK
B.A. 122 Credits

Name: _____ ID#: _____ Matriculation Semester: _____ Date: _____

GENERAL EDUCATION (44-46 credits)	Crs.	Grd.	SOCIAL WORK MAJOR (54 credits)	Crs.	Grd.
STUDY AREAS			*Requires a C or better*		
Study Area I Arts & Humanities (9 credits)			*SOC 110 Introductory Sociology or ANTH 140 Intro. to Anthropolog	3	
ENG literature	3		*SOC 111 Social Problems or SW 100 Explor. in Social Work	3	
	3		*SOC 233 The Family	3	
	3		*SW 225 Writing for the Social Work Profession	3	
Study Area II Social Sciences (9 credits)			*SW 226 Social Welfare Policy and Services I	3	
HIST	3		*SW 227 Human Behavior and the Social Environment I	3	
*PS 110 Am. Gov't & Politics or 230 Am. State & Local Gov't	X	X	SW 360 Generalist Social Work Practice with Individuals and Families	3	
*ECON 200 Principles of Economics I	X	X	SW 361 Generalist Social Work Practice with Small Groups	3	
Study Area III Behavioral Sciences (6 credits)			SW 362 Generalist SW Practice w/ Families, Organizations & Comm	3	
	3		SW 368 Human Behavior and the Social Environment II	3	
	3		SW 374 Introduction to Social Work Research	3	
Study Area IV Natural Sciences (6 or 7 credits)			SW 426 Social Welfare Policy and Services II	3	
(lab credit)	3 or 4		SW 450 Field Education Experience I	3	
*BIO 111 Introductory Biology or BMS 111	X	X	SW 451 Field Education Seminar I	3	
SKILL AREAS			SW 452 Field Education Experience II	3	
Skill Area I Communication Skills (6 credits)			SW 453 Field Education Seminar II	3	
ENG 110 Freshman Composition	3		SW elective 400 level	3	
*SW 225 Writing for the Social Work Profession	X	X	SW elective 400 level	3	

Skill Area II Mathematics Requirement (6 credits)		
* STAT 215 Statistics for Behavioral Sciences I	X	X
	3	

RELATED REQUIREMENTS (12 credits)

Required for the Program & can also fulfill General Education

Skill Area III Foreign Language Proficiency Requirement (check one)	
- 3 sequential years of one foreign language at the high school level	
- passed a standardized foreign language exam	
- completion of 112 or 114 foreign language course	
- successful completion of an upper level foreign language course	
- demonstration of native proficiency in a language other than English	

Requires a C or better

	Crs.	Grd.
*BIO 111 Introductory Biology or BMS 111 (ST IV)	3	
*PS 110 Am. Gov't & Politics or 230 Am. State & Local Gov't (ST II)	3	
*ECON 200 Principles of Economics I (ST II)	3	
* STAT 215 Statistics for Behavioral Sciences I (SK II)	3	

ELECTIVES (as necessary to reach 122 credits)

Skill Area IV University Requirement (2 or 3 credits)		
PE 144 required for students matriculating with fewer than 15 credits	2 or 3	

International Requirement met	
International Requirement met	
First Year Experience Requirement met	

Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary-Part I
Form F2_2008-Duplicate and expand as needed. Provide table(s) to support self study narrative addressing *Accreditation Standards* below.

_____

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standard*s stated below.
3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.
3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities ...
B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.
M3.3.3 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.

Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
V. Dorantes	2004	B		22		10		10	50%	
G. Gemma	2010	W		26		22		4	50%	
E. Johnson-Tyson	2011	B		10		10		3	50%	
L. Libby	2011	W		13		3		3	50%	
L. Sideriadis	2012	W		31		8		2	50%	
R. Spinelli-Reyes	2013	W		30		1		1	50%	
P. Zuccarelli	2013	W		35		13		1	50%	

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

Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary—Part 2
Form F2_2008-Duplicate and expand as needed. Provide table(s) to support self study narrative addressing *Accreditation Standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standard*s stated below.
3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.
B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.
M3.3.3 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.

Provide the information requested below for all faculty. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*. List from highest to lowest in rank.

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
M. Acosta	Adjunct	✓			✓		✓			✓
J. Betts	Adjunct	✓			✓		✓			✓
V. Dorantes	Adjunct	✓			✓		✓			✓
G. Gemma	Adjunct	✓			✓		✓		✓	
E. Johnson-Tyson	Adjunct	✓			✓		✓			✓
L. Libby	Adjunct	✓			✓		✓			✓
L. Sideriadis	Adjunct	✓			✓		✓			✓
R. Spinelli-Reyes	Adjunct	✓			✓		✓			✓
P. Zuccarelli	Adjunct	✓			✓		✓			✓

Table 3A: Summary of CCSU Faculty & Adjunct Faculty Education and Experience, 2014

Name	Degree	Institution Granting Degree	Years of SW Practice Experience	Years of Experience in SW Ed	Years of Experience at CCSU School of SW
Gwendolyn J Adam	PhD L.I.C.S.W MSW B.A	University of Houston University of Houston Baylor University	18	17	1
Catherine R. Baratta	PhD MSW MPIA BA	Syracuse University University of Pittsburgh Franklin Pierce College	27	19	16
Joanne León	PhD MSW BA LCSW	Smith College University of Connecticut Central Connecticut State University	16	2	2
Delia J. Sanders	PhD LCSW	Smith College University of Texas at Austin University of Texas at El Paso	23	19	7

Adjunct Faculty Name	Degree	Institution Granting Degree	Years of SW Practice Experience	Years of Experience in SW Education	Years of Experience at CCSU School of SW
Maritza I. Acosta	MSW BS	University of Connecticut Southern Connecticut State university	17	4	4
Joyce L. Betts	M.B.A M.S.W BA	University of Connecticut Central Connecticut State University	17	6	6
Vannessa Dorantes	MSW BS	Southern Connecticut State University University of Connecticut	22	10	10
Glenn G. Gemma	MSW BA	University of Connecticut University of Hartford	26	22	4
Elizabeth Johnson-Tyson	MSW BS	University of Connecticut The Ohio State University	10	10	3
Lorraine A. Libby	MSW B.A LCSW	Fordham University Central Connecticut State University	13	3	3
Lambrine A. Sideriadis	PhD MSW BA LCSW	University of Connecticut University of Connecticut Trinity College	31	8	2
Rosemary Spinelli-Reyes	MSW BSW LCSW	University of Connecticut Providence College	30	1	1
Patricia M. Zuccarelli	MSW BA	Southern Connecticut State University Central Connecticut State University	35	13	1

Fall 2013 Student-Faculty Ratios by Department

Home Department	Full-time Faculty (Facfile FT)	Full-time Faculty with Instructional Load Credits (A)	Part-time FTE Faculty (B) (PT Total Load / 12)	FTE Faculty (C) (A+B)	FTE Students (D)	Ratio of Students and FTE Faculty (E) (D/(A+B))	Ratio of Students and Full-time Faculty (F) (D/A)
Business							
Accounting	13	12	2.75	14.75	283.9	19.2	23.7
Finance	10	9	1.50	10.50	154.9	14.8	17.2
Management & Organization	11	9	2.50	11.50	191.7	16.7	21.3
Management Information Systems	8	7	2.11	9.11	161.4	17.7	23.1
Marketing	8	8	1.50	9.50	157.9	16.6	19.7
Total	50	45	10.36	55.36	949.7	17.2	21.1
Education & Professional Studies							
Counseling & Family Therapy	8	8	8.50	16.50	220.0	13.3	27.5
Educational Leadership	12	12	2.33	14.33	117.2	8.2	9.8
Nursing	8	8	7.14	15.14	116.9	7.7	14.6
Physical Edu. & Human Performance	17	16	8.97	24.97	363.8	14.6	22.7
Reading & Language Arts	7	7	2.00	9.00	77.9	8.7	11.1
Social Work	4	4	4.83	8.83	98.6	11.2	24.7
Special Education	6	6	2.13	8.13	119.5	14.7	19.9
Teacher Education	13	13	5.46	18.46	177.5	9.6	13.7
Total	75	74	41.36	115.36	1291.3	11.2	17.5
Engineering & Technology							
Biomolecular Sciences	8	8	1.86	9.86	181.4	18.4	22.7
Computer Electronics & Graphics Tech	7	7	3.67	10.67	113.2	10.6	16.2
Engineering	16	16	4.32	20.32	276.9	13.6	17.3
Manufacturing and Construction Mgmt	11	11	6.38	17.38	219.8	12.6	20.0
Technology & Engineering Education	5	5	0.42	5.42	67.3	12.4	13.5
Total	47	47	16.65	63.65	858.6	13.5	18.3
No School							
Total	0	0	1.42	1.42	34.2	24.0	NA
University Total	434	420	185.48	605.48	9376.4	15.5	22.3

* Includes one faculty member with Dept Desc in Facfile listed as Center for Public Policy and Social Research but holds appointment and teaches in this department (Column Facfile FT and Column A)

Data Sources: (A) Facfile FT Faculty with Instructional Load (B_Load > 0); (B) Loadfile PT Faculty Total Load Divided By 12; (D) Coursefile

Spring 2014 Student-Faculty Ratios by Department

Home Department	Full-time Faculty	Full-time Faculty with Instructional Load Credits	Part-time FTE Faculty	FTE Faculty	FTE Students	Ratio of Students and FTE Faculty	Ratio of Students and Full-time Faculty
	(Facfile FT)	(A)	(B) (PT Total Load / 12)	(C) (A+B)	(D)	(E) (D/(A+B))	(F) (D/A)
Business							
Accounting	13	13	2.50	15.50	278.6	18.0	21.4
Finance	10	9	1.58	10.58	154.6	14.6	17.2
Management & Organization	12	10	1.88	11.88	202.2	17.0	20.2
Management Information Systems	9	9	1.25	10.25	156.5	15.3	17.4
Marketing	8	8	1.25	9.25	164.6	17.8	20.6
Total	52	49	8.46	57.46	956.5	16.6	19.5
Education & Professional Studies							
Counseling & Family Therapy	10	10	6.17	16.17	210.4	13.0	21.0
Educational Leadership & Instru. Tech.	12	12	2.71	14.71	114.5	7.8	9.5
Nursing	9	9	11.70	20.70	126.5	6.1	14.1
Physical Edu. & Human Performance	17	16	6.81	22.81	336.0	14.7	21.0
Reading & Language Arts	7	6	0.50	6.50	80.6	12.4	13.4
Social Work	4	4	3.92	7.92	101.5	12.8	25.4
Special Education	6	6	0.93	6.93	101.1	14.6	16.9
Teacher Education	13	10	3.97	13.97	162.0	11.6	16.2
Total	78	73	36.71	109.71	1232.5	11.2	16.9
Engineering & Technology							
Biomolecular Sciences	9	9	1.21	10.21	141.4	13.9	15.7
Computer Electronics & Graphics Tech	8	8	2.23	10.23	104.4	10.2	13.1
Engineering	18	18	5.15	23.15	272.4	11.8	15.1
Manufacturing & Construction Mgmt	12	12	5.58	17.58	217.6	12.4	18.1
Technology & Engineering Education	5	5	0.25	5.25	60.3	11.5	12.1
Total	52	52	14.42	66.42	796.0	12.0	15.3
No School							
Total	0	0	0.50	0.50	37.4	74.7	NA
University Total	449	432	164.04	596.04	8710.9	14.6	20.2

Data Sources: (A) Facfile FT Faculty with Instructional Load (B_Load > 0); (B) Loadfile PT Faculty Total Load Divided By 12; (D) Coursefile

ELIHU BURRITT LIBRARY
ACCREDITATION REPORT
OCTOBER 2012

The Elihu Burritt Library at Central Connecticut State University satisfies the 21ˢᵗ century learning and research needs of its community of learners by facilitating knowledge creation and inspiring intellectual curiosity and lifelong learning.

Burritt Library was opened in 1972. The Library proper contains 97,375 square feet of assignable space. It is divided into four floors and 8 stack levels, is fully air-conditioned and has seating capacity for more than 800 people. The Library holds over 730,000 bound volumes, including 114,000 periodicals. In addition there are 557,000 microforms, including 18,000 reels of microfilm, and over 15,000 items in DVD and other media formats. It provides access to 55,000 current online and print journal subscriptions.

The Library consists of eight departments and is headed by a director who reports to the Provost. Currently the Library employs 1 administrator, 15 full-time librarians, 8 part-time librarians, 1 administrative assistant to the director, 11 library technical assistants/technicians and 1 office assistant.

The Library, including the Curriculum Lab., is open 84 hours a week when school is in session. With the exception of specialized collections, access to the Library is during the following hours:
Monday through Thursday 8:00 AM to 11:00 PM;
Friday 8:00 AM to 5:00 PM;
Saturday 9:00 AM to 4:00 PM;
Sunday 2:00 PM to 10:00 PM.

Librarians, support staff and student helpers are available at these times to provide services including circulation, reference, reserve, electronic resources and information services, acquisitions, interlibrary loan, cataloging, and collection development. There is access to photo-copiers, computers, scanners and audiovisual equipment. We also loan Kindles and laptops.

Access to materials in the Library is provided through CONSULS, Innovative Interfaces, Inc.'s online system that supports all four CSU libraries and the Connecticut State Library. The system is accessible through terminals in the Library as well as from remote sites. It provides the public with access not only to the joint online catalog but also to CCSU Library Reserve collection, specific indexes and abstracts, and to multiple search engines for searching the Internet. It also provides the Library with a fully integrated system that incorporates important functions; these functions include modules that support acquisitions, serials, circulation/reserve and cataloging. The Library began making digital reserves available to students in 2003 through the CONSULS reserve module. Digital reserves allows 24-hour access to book chapters, journal articles, class notes and sound files from any computer with an internet connection.

In addition to supporting the curriculum of the University in its general collections, the Library has a number of special collections. Some of these include the Polish Heritage collection, the Connecticut Polish American Archive Collection, the Gender Equity Collection that includes the

A.B.L.E. Archives, and University Archives. Of particular interest to educators is the Curriculum Laboratory that contains a monographic collection as well as computer software, videos, study prints and pictures, textbooks, and teaching aids. The Library is also a partial depository for U.S. Government publications.

The development of the library collections is a mutual responsibility shared by teaching faculty and the librarians. Each academic department has an appointed library liaison who represents the department's library interests. Within the library, individual subject assignments are made to librarians who work with the faculty liaisons to develop specific collections. Librarians and faculty are encouraged to review collections for appropriateness to the curriculum and for currency. Print and electronic journals are added to our collection primarily on an add one/drop one basis.

Electronic products have become important resources for all libraries and Burritt Library has made a considerable investment in online databases. Full text information is provided through Academic Search Premier, Business Source Premier, JSTOR, Project Muse, PsychArticles, Lexis-Nexis Academic Universe and there are more than 200 other research databases in a variety of disciplines accessible to the campus community.

The Reference department provides bibliographic instruction tailored to individual courses upon faculty request. In addition, a one-credit course on library skills and research is offered each semester which provides students with a solid foundation in the use of all types of research materials and guidance in preparing papers and reports.

Materials not available in the collection can be acquired through Interlibrary Loan available to all students and faculty. This service makes use of several consortia including the statewide ReQuest system, On-Line Computer Library Center (OCLC), and reciprocal lending and borrow-ing arrangements with over 100 academic libraries in the New England region. The Library is also a member of CCALD (Council of Connecticut Academic Library Directors) and has participated in joint purchases of databases. Hartford Consortium for Higher Education includes meetings of the library directors of its member schools and is also discussing a variety of cooperative efforts.

In addition to Interlibrary Loan, it should be noted that CONSULS serves all four schools of the Connecticut State University and the Connecticut State Library. Patrons are able to place a 'hold' on books located at other CSU campuses and have them delivered by van to the local campus library within 24-48 hours.

The Library has a number of processes through which it can receive input from various constituencies with regard to services. The liaison system mentioned above serves as the primary method of establishing and maintaining communication between the Library and faculty, particularly as it relates to acquisitions and bibliographic instruction.

The Library publishes an online Newsletter in Fall and Spring semesters to keep the campus up to date with library developments which may be of interest to them. This is available on the Library's homepage that also provides information about services and collections. An annual

survey of recent graduates is conducted by Institutional Research and includes a library component. The Library also collects a variety of statistics which indicate use of materials and services, e.g., Circulation, ILL, Reference queries, etc.

Please visit the Library website at library.ccsu.edu/ to view the full range of our Library services.

Elihu Burritt Library – Subscription Databases Supporting the Social Sciences

Title	Vendor	Description
Criminal Justice Abstracts	EBSCO	Criminal Justice Abstracts contains comprehensive coverage of international journals, books, reports, dissertations and unpublished papers on criminology and related disciplines.
Criminology: A SAGE Full-Text Collection	SAGE	This database includes the full text of 19 peer-reviewed journals published by SAGE and participating societies, encompassing over 12,800 articles and up to 53 years of backfiles.
eHRAF World Cultures (formerly HRAF)	Yale University	eHRAF World Cultures is a collection of primary and secondary source materials (mainly published books and articles, but including some unpublished manuscripts) on selected cultures or societies representing all major areas of the world.
Filmakers Library Online	Alexander Street Press	Filmakers Library Online provides award-winning documentaries with relevance across the curriculum-- race and gender studies, human rights, globalization and global studies, multiculturalism, international relations, criminal justice, the environment, bioethics, health, political science and current events, psychology, arts, literature, and more.
National Criminal Justice Reference Service	Free Internet Resource	NCJRS covers the major journals in criminology and related disciplines, books and government and agency reports from 1968 to the present.
PsycINFO	EBSCO	Provides indexing and abstracts for over one million articles in 1,700 journals from over 50 countries. This database, provided by the American Psychological Association, also includes abstracts for dissertations, books and book chapters ranging in date from 1887 to the present.
Sage Reference Online (2012 Collection)	Sage	Search the entire contents of 30 encyclopedias and handbooks published by SAGE in 2012. Subject matter includes politics and public policy, education, sociology, and cultural studies.

Social Sciences Citation Index	Thomson Reuters	Provides access to current and retrospective bibliographic information, author abstracts, and cited references found in over 1,700 of the world's leading scholarly social sciences journals covering more than 50 disciplines. Coverage: 1990-present.
SocINDEX with Full Text	EBSCO	Features more than 1,300,000 records with subject headings from a 15,600 term sociology-specific thesaurus designed by expert lexicographers. SocINDEX with Full Text contains full text for 242 "core" coverage journals dating back to 1895, and 72 "priority" coverage journals.

Multidisciplinary Databases that Support the Social Sciences

Academic Search Premier	EBSCO	Provides full text for nearly 7,695 journals covering the social sciences, humanities, general science, multi-cultural studies, education, and much more. 3834 include full text, 2,788 are peer reviewed.
CQ Researcher Plus Archive	CQ Press	CQ Researcher is noted for its in-depth, unbiased coverage of health, social trends, criminal justice, international affairs, education, the environment, technology, and the economy.
CREDO Reference	CREDO	Search a vast collection of more than 560 full-text reference titles from over 80 publishers covering all subject areas. Images and video are also included in the service.
Dissertations and Theses Full-Text	Proquest	With more than 2.4 million entries, the ProQuest Dissertations & Theses (PQDT) database (formerly Dissertation Abstracts) is the most comprehensive collection of dissertations and theses in the world. Most dissertations completed since 1997 are available in PDF format for immediate free download.
Expanded Academic Index	Gale	Covers a wide variety of disciplines including social science, humanities and science and technology journals, national news periodicals, general interest magazines, newswires, etc. Includes 20 years of back file coverage.
Issues and Controversies	Facts on File	Presents more than 600 controversial topics in the news since 1995. Chronologies, illustrations, maps, tables, sidebars, bibliographies, and contact information augment the balanced, accurate coverage of current and historical events.

The Library supports the Social Work program by providing access to subject databases, journals (both online and in print), books and other materials to students and faculty.

The library is open 84 hours, 7 days a week during the academic semesters. Reference assistance is available all hours that the library is open. The reference department provides bibliographic instruction tailored to individual courses upon faculty request. A Social Work Research Guide is available on the library's website to assist students in finding reliable resources in the discipline.

Each department on campus has a librarian designated to work with a faculty liaison from the department in selecting book, periodical, and other materials for the collections. The complete list of liaisons is available from the Library's homepage. By clicking on the Departments/Staff button and then clicking on the Subject Liaisons button, users can find the liaison lists along with a tab for New Books under each department. Listings of newly acquired books can be found there.

The library purchases journals both as direct subscriptions and through online journal packages. Currently there are six social work journals, twenty-two sociology journals, and fifteen criminal justice journals purchased directly. We have over one hundred sixty sociology and social work journals available through journal aggregators.

A listing of articles and databases is available by subject on the Library's homepage. The list of social work and related subject databases is attached to this report.

Book Holdings in Social Work and related fields are as follows:

HM – HT   Sociology   15,812

HV1 – HV 5840   Social Work   3,656

HV 6001 – HV 9960   Criminal Justice 4,596

Circulation policies for students allow for a four week loan period with another four weeks permitted for renewals. Loan periods for material on Reserve are set by the professor for each course taught.

Statistics for the most recent fiscal year (2011-12) indicate that 2,898 books circulated from the Social Work, Sociology, and Criminal Justice collections in the Library. This represents 8% of the total circulation for the year.

Library expenditures in these three fields for books, media, and journals from 2009 – 2012 are provided on the following page.

Library Expenditures 2009-2012

Social Work	Books	Media	Journals*
2009 – 2010	910	211	4,507
2010 – 2011	2,985	0	2,912
2011 – 2012	1,555	530	2,848

Sociology			
2009 – 2010	1,139	262	12,581
2010 – 2011	5,684	264	7,886
2011 – 2012	2,668	530	7,722

Criminal Justice			
2009 – 2010	650	0	5,126
2010 – 2011	3,880	723	4,924
2011 – 2012	1,277	0	5,657

*These prices reflect amounts paid for single title direct orders.

Program Expense Budget
Council on Social Work Education
Commission on Accreditation

2008 EPAS

This form is used to evaluate a program's compliance with Accreditation Standard (AS) 3.5.1.

AS 3.5.1

The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

Type of Program: X Baccalaureate   Master's

Program Expenses	Previous Year 2012 - 2013		Current Year 2013 - 2014		Next Year 2014 - 2015 (est. 3% inc.)	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	245,152.42	100%	309,284.48	100%	318,563.01	100%
Support Staff	56,299.10	100%	58,727.84	100%	60,489.68	100%
Temporary or Adjunct Faculty & Field Staff	123,087.00	100%	144,192.00	100%	148,518.00	100%
Fringe	167,987.04	100%	241,487.71	100%	248,732.34	100%
Supplies & Services	6,383.00	100%	6,383.00	100%	6,383.00	100%
Travel	7,023.22	100%	9,240.51	100%	9,517.73	100%
Student Financial Aid	1,667,509	100%	1,429,004	100%	1,471,874	100%
Tech. Resources (CCSU IT Personnel/ Op.Expenses) Total Dollars/per student enrolled in SW Prog.	120,060	100%	130,500	100%	134,415	100%
Other (Specify)						
TOTAL	2, 393.501.	-------	2,328,820	-------	2,398,493	-------

09.11.2008 LAW

Accreditation Standard B.4.0—Assessment

B.4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS B2.0.3);

4.0.1.A. Assessment Overview:

The Self-Evaluation process supported the CCSU SW Program in conducting a comprehensive analysis of the assessment procedures' evolution over the years since last reaffirmation (2005) and specifically focused on the program's transition relative to the implementation of the EPAS 2008 standards for competency assessment. Given the five year window, the program was able to transition to competency assessment as its primary focus early on in this reaffirmation cycle.

Key program assessment infrastructure transitions of note in the adoption of competency assessment procedures included faculty administrative training on EPAS 2008, the integration of competency assessment in all facets of the program, and the development of a Comprehensive Assessment Conceptual Model based on an intensive Self-Study process. Each of these is addressed briefly below:

Faculty and Administrative Training on and Program Transition to Assessment based upon CSWE EPAS 2008 Standards

An important part of CCSU's full-scale shift from previous assessment foci (knowledge, skills and values) to competency assessment, Drs. Baratta and Sanders participated in a number of CSWE training sessions on EPAS 2008. A few examples of program revisions related to assessment made in direct response to these training sessions are included. While not a comprehensive list, these examples demonstrate the many years of transition leading to the current program assessment plan presented below.

Dr. Baratta attended the CSWE training session in 2008 on competency assessment, and again in March 2012, leading to ongoing assessment revisions. While program goals were not modified, a shift to competency assessment resulted in the negation of previously utilized program objectives. Further, Dr. Baratta developed an initial rubric tool utilized for assessing "Potential for Professional Competency in Generalist Practice" to assess student application to the major portfolios.

Similarly, Dr. Sanders attended the 2010 CSWE Leadership Institute on EPAS 2008 Implementation in Portland, Oregon. The Institute was conducted by Dr. Adam (then Director, School of Social Work, Grand Valley State University). Presenting at the same conference on CCSU's leadership on assessing Professional

3-D: Table 3A

Dispositions in social work students, Dr. Sanders began work around aligning social work dispositions assessment currently in place with specific practice behaviors to be included in outcome assessment.

In academic year 2011-2012, faculty modified and voted to adopt a changed Department Mission statement and department goals on 6/1/2011, to incorporate competencies as the focal outcome for program activities. Similarly, students were oriented on the transition into a CSWE competency-based assessment process. This included the incorporation of core course textbooks that listed the competencies and identified aligned competencies / practice behaviors for course activities and assignments within the syllabi and assignment rubrics or instructions.

Dr. Adam joined CCSU faculty in Summer, 2013, and co-led the intensive self-evaluation and accountability and revision process for program assessment. This included the establishment of a formal CSWE Reaffirmation Self-Study Assessment Task Force in July, 2013. From July, 2013 to December of 2013, each assessment instrument, all existing databases, as well as all assessment and reporting processes were critically and constructively evaluated for integrity, efficacy, relevance and necessity moving forward. Modifications were made (as noted below) to many evaluation instruments, and the assessment process overall was synthesized into a meaningful, coherent model for program assessment, presented and described in the following.

Development of a Comprehensive Assessment Conceptual Model
The CCSU Competency Assessment Model organizes all existing and new assessments, processes, and instruments to form the overall plan for program and student assessment. Developed and revised throughout the self-study process, faculty worked to identify how existing and planned assessments worked together to provide comprehensive assessment in all areas required by CSWE and intended to meet University, School and Departmental standards. The resultant conceptual model sets forth the plan for comprehensive program assessment and accountability for all EPAS standards relative to competency assessment. (please see Figure 2 below).

A key finding throughout the Self-Study process included the ongoing collection of numerous forms of data that exceeded the program's actual use of data in building its comprehensive story of assessment and accountability. Specifically, revisions were made to collect only data directly informative of needed areas of accountability, with noted reduction in the number of items on various surveys.

What also became clear throughout the Self-Study was the need for an integration of numerous sources of data, implemented in some cases for many years, in order to synthesize these data into a useful story of program impact and student learning and practice outcomes. This intention led to revisions at both the instrument level (revision and / or reduction in number of items on instruments) as well as to processes utilized in assessment (e.g. faculty interview of all students prior to admission to the major).

In some cases, for example the Senior Field Practice Evaluation instrument, this process of more targeted assessment resulted in significant reduction in the number of items for Field Instructors to complete each semester, while maintaining the detailed evaluation on practice behaviors. This benefitted the program in multiple ways. Benefits included addressing directly field instructor feedback at how labor intensive the evaluation process had become, as well as streamlining of instruments to contain only items directly synthesized in evaluating the related competency or practice behavior. Similarly, this refinement allowed a more successful pilot of the student self-evaluation in Spring, 2014, as students anecdotally reported relief in the revision of number of items and student completion rates were higher than expected for the pilot.

In order to develop a comprehensive assessment model for program assessment, each existing tool, process, report, and faculty use (or lack thereof) of reports to inform program decisions, were analyzed in depth for its individual and integrated contribution to needed program assessment and accountability.

A recognized strength of existing data, the breadth of assessment data on student field-based experiences (including the 70 hour experiential placements throughout all semesters prior to senior field, as well as the senior field evaluations) provided a substantive and core foundation for assessing student competency development across program matriculation, as assessed by supervisors outside the program. However, the existing reports did not integrate the individual course outcomes across time or cohorts, and did not demonstrate trends at levels of program completion (i.e. 200 level courses, 300 level courses, 400 level courses) leaving interpretation and incorporation of rich data to drive program decisions suboptimal.

Similarly, a comprehensive, portfolio and performance-based application and matriculation processes from pre-major to senior field were in place, but not considered as a whole, evolutionary process in synthesizing data results. The individual assessment of student portfolios, student professional dispositions, and field evaluations, informed assessment at each juncture (student admission to major; students admission to senior field; student graduation) they were not utilized together as a story of student development to inform programming decisions.

Additionally, Self-Study identified a plethora of instruments utilized and related data, but the premises guiding these assessments were not specifically articulated, limiting the faculty and student understanding of how all of these assessments relate to student development and document program accountability. In order to understand how these diverse areas of assessment informed and could be enhanced in informing programming and curricular decisions, existing and intended assessments were grouped into "origination themes" and "evaluator." The origination themes indicated where within the program processes the assessments took place (for example in the individual courses, in field, in application processes). Additionally, whose views were informing the evaluation (for example outside assessor, student, faculty) were seen as crucial in understanding how the assessments worked together and how comprehensively they assessed the program's outcomes in a triangulated way. While it was clear that there were multiple measures assessing competencies, practice behaviors and program processes, it was less clear which stakeholder input was driving impressions of program impact and how often these multiple measures included multiple constituent assessment on the given practice behavior or competency.

Thus, in developing the comprehensive assessment model, the following organizing assessment constructs were identified: application-based assessment; course-based assessment; field-based assessment; community-based assessment; and program level assessment (please see Figure 1 below). Similarly, student self-evaluation was prioritized as a key skill for practicing accountability and self-reflection, as well as program cultivation of student feedback across numerous areas of experience, satisfaction, and development. In each of the "origination themes" it became important to identify the student self-evaluation representation and continuity. Finally, in order to grasp how the program evaluated and integrated the outcomes for use in program evolution, the identification of the "program level stakeholder" was included. In total, these core groupings allowed us to conceptualize the multitude of assessments, evaluators, and locations into a manageable and meaningful set for use in designing the comprehensive conceptual model for program assessment.
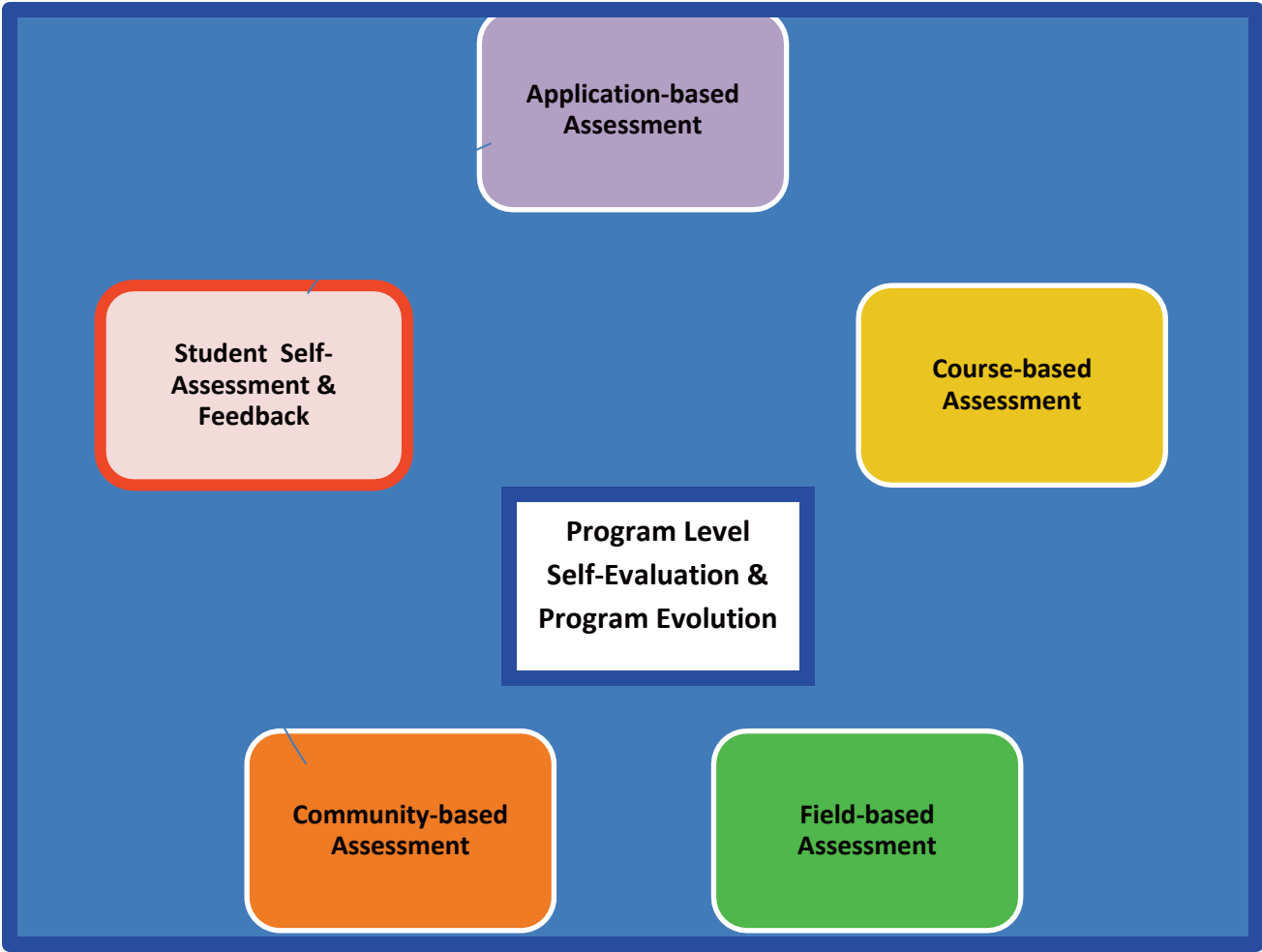
Figure 1 Core Areas of Program Assessment Informing Program Level Self-Evaluation and Program Evolution

These core groupings were color coded (purple = application-based; green = field-based, etc.) to reflect the origination of assessment. Outline borders (red = student self-evaluation; blue = cohort-based) were used to reflect areas where students gave evaluation or feedback. As these color codes were utilized for each existing or planned assessment tool, they created a meaningful conceptualization of the intertwined and triangulating assessments throughout time and across areas of the program. Each assessment was given its own color coded box and organized to reflect movement throughout the cycle of assessment. Ultimately, the CCSU Comprehensive Model of Competency Assessment (please see Figure 2 below) was completed in Fall, 2013. Upon completion, its use in guiding the interpretation of Self-Study data solidified its effectiveness for program assessment. The Model was formally adopted, unanimously, by faculty in February, 2014. It guides all intended program assessment for the upcoming reaffirmation of accreditation cycle. The Model has proven to be such a helpful organizing tool for faculty that the team had a banner made of the model for reference in programming and curricular discussions. Placed in the Social Work Conference Room, it serves as an ongoing accountability reminder for faculty as they consider programming and curricular decisions.
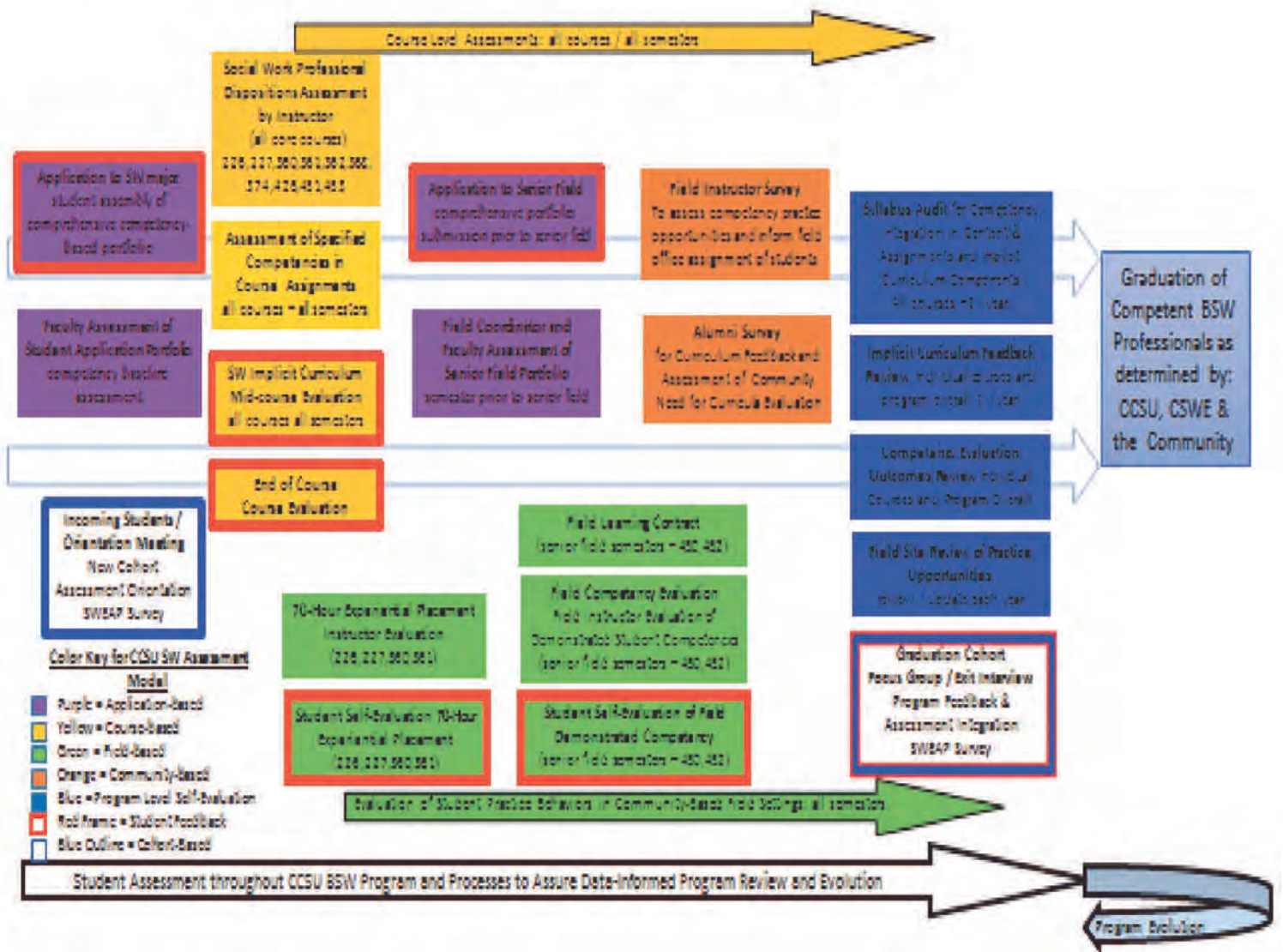
Figure 2 CCSU Comprehensive Social Work Competency Assessment Conceptual Model

B.4.0.1.B. Overview of Procedures, Multiple Measures and Benchmarks

Each portion of the assessment model is described below, including rationale for assessment, procedures, description of measures, and report of current data benchmarks as assessed throughout the previous several years. For each area of assessment, a time frame is also provided indicating when the process or measures were initially piloted or implemented, allowing a look at the evolving specificity and complexity of the CCSU assessment plan. Preceding this detailed narrative and results, some key infrastructure details are discussed as a means of orientation, including: existing data management and plan to transition to the shared assessment management system with electronic portfolio; the 4-point scale; benchmarks; the target performance objective; and, the convergence of multiple measures into reported results.

B.4.0.1.B.1. Data Management and Transition to Electronic Portfolio

The current assessment system for the School of Education and Professional Studies (SEPS) is a homegrown system in which data are collected and housed through an Access database. This system was built over five years ago and the SEPS has out grown the capabilities of this homegrown system. In the spring of 2014, the Dean created a new position – the Assistant Dean of Assessment and School/Community Partnerships. This person is charged with reviewing the current assessment system and making needed changes to meet the demands of program assessment now and in the future. As such, the SEPS is currently researching commercial systems. The following four vendors have submitted proposals: Chalk and Wire, LiveText, Tk-20, and Taskstream. The adoption of a new assessment management system will be determined by the end of summer 2014, with implementation beginning as early as fall 2014. The goal is to construct an assessment climate in which each program area begins to take ownership of program specific data. The infrastructure will be developed and managed by the Assistant Dean of Assessment. Department Chairs and/or Program Coordinators will assist in managing program area data. This "climate of assessment" will involve faculty in the collection, management, and analysis of data for the purposes of determining impact on student performance (candidates within the Social Work program) and program evaluation.

Specific to the Department of Social Work, once the adoption of a new system is completed, assessments and scoring guides will be uploaded into the system. All assessments will be aligned with the Council on Social Work Education (CSWE) Standards/Indicators. Such alignment allows the program to provide evidence of program completers' competency relative to each CSWE Competency and Practice Behavior. Faculty will be responsible for assessing candidate assignment work within the system. As such, faculty can access data on student competency / practice behavior development performance from their own courses at any time. Such immediate access allow faculty to use data for course improvement, self-reflection, and as a means of monitoring candidate progress toward course goals and objectives (specific to CSWE Standards), as well as overall program goals.

The new assessment management system will also include an e-portfolio component that enables candidates to electronically document their own self-growth and progress through the program. Candidates can use their e-portfolio upon graduation when searching for a job. Data derived for candidate portfolios will also be used by faculty for program evaluation, as described in the sections that follow for each portion of the assessment model.

B.4.0.1.B.2. The 4-Point Scale

Due to the convergence of multiple existing surveys and other assessments at the time of transition to the competency based assessment required under EPAS 2008, benchmarks for the competencies were selected on a 4-point scale, with 4 representing highest levels of performance (e.g. "outstanding," "exceeds expectations," "strongly agree," etc.) and 1 representing ("poor or inconsistent performance," "deficient," "strongly disagree, etc."). The use of multiple measures to assess competencies and practice behaviors in order to triangulate findings incorporated numerous terms to represent the performance scale, as indicated through the parenthetical examples above. The majority of existing CCSU data collection tools were based on the 4 point scale, and as part of the Self-Study and assessment work, tools previously based on 5 point scales were transitioned to 4 point scales. In order to preserve the integrity of existing data, a review of data sets revealed less than 5% usage of the lowest category on any of the 5 point scales. As such, we re-coded the lowest two categories into one category and adjusted the remaining three to match the 4 point scale. Additionally, we modified all tools to be on the 4 point scale moving forward, implementing most by fall 2013 and all by spring 2014 on the revised scale.

B.4.0.1.B.3. Benchmarks

Benchmarks were selected for key transition points in the program and in keeping with the existing data collection processes and cycles within the program. Specifically, benchmarks for competencies and practice behaviors were set at the: "pre-major" level with related assessments assessed for benchmarks at the time of application to the major; "pre-senior field" level with multiple assessments informing benchmark status at time of application to senior field; and, upon graduation with senior field competency and practice behavior assessments included with other assessments during the senior year. For each of these levels, we selected a benchmark on the 4 point scale indicative of intended development across the training program and consistent with the level of expected mastery given the course content and assignments, experiential field-based practice opportunities, and degree of complexity of training and practice at each of the designated points in the program. We selected the benchmarks as follows across all measures and all assessments: 2.0 pre-major level – up to application to Social work major (200 level courses); 2.5 pre-senior field level (300 level courses) – up to and including the first semester of field internship (SW450); and, 3.0 for graduation (400 level courses) – upon completion and inclusive of final semester of senior field (SW452). These benchmarks were also added to field instructor training and assessment forms, supporting field instructors in educating students about expectations throughout their learning, and assessment rubrics were modified (where needed).

B.4.0.1.B.4. Target Objective

A target objective of 80% of students achieving the benchmarks across any measures of competencies or practice behaviors was adopted for the program, across each assessment level. This 80% target was selected in keeping with the CCSU standards for grading – students must get a C (74%) or better on each social work pre-requisite and all social work major classes in order to continue advancing in the program. We intentionally selected a grade of "B-"(80%) as a slightly higher expectation for ourselves as a program. While our intention remains that 100% of students will achieve or exceed the benchmarks, we recognize that the extraordinary diversity of our students and their learning needs, as well as the high number of first generation college students in our population, made the 80% objective a meaningful and appropriate one for the

program at this time. Further, while achieving a near perfect percentage encourages self-congratulations, we intend to use the data to drive programming and curricular decisions and want to minimize evaluation inflation by field instructors and faculty. Based on this rationale, for each reported level of percent of students achieving the benchmarks, we highlight any not achieving the 80% benchmark for a more thorough discussion of intended address moving forward.

B.4.0.1.B.5. Multiple Measures and Reported Results *(please see Table 2D in Volume 1-Chapter 2 – Tab C, and Volume 3 – Appended Assessment Instruments and Data Reports – Appendices A & B)*

All practice behaviors and their associated competencies are assessed through multiple measures and contribute to the overall assessment of program results. The comprehensive assessment model drove organization and interpretation of all data collected for and reported in the Self-Study. Preliminary results are presented in the narrative that follows, with associated charts and detailed data appended for each area of the model. These data, now meaningfully organized, will be thoroughly analyzed as part of the comprehensive data management plan described in the following section. Preliminary data, charts and graphs are presented to demonstrate successful implementation of the assessment model as described, its ability to generate meaningful data, and its use in fortifying the comprehensive assessment model's use in subsequent years as part of the accountability process.

B.4.0.1.B.6. Detailed Description of Rationale, Procedures, Measures and Results for Each Section of the CCSU Competency Assessment Model

B.4.0.1.B.6 a. Application-based / Portfolio Assessments

B.4.0.1.B.6 a.1. Student Application to the Social Work Major
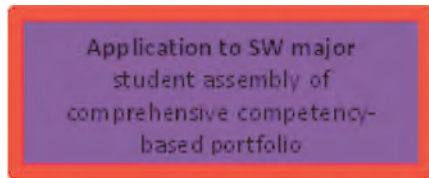
All social work students are required to complete an Application to the Social Work Major, which includes an application portfolio with numerous required elements (Please see *"Application to the SW Major Guide" Student Handbook / Field Manual, Volume 3 – Appendix J*). Currently a manual process, CCSU will be implementing an electronic assessment and portfolio system imminently. (Please see overview of this planned University transition discussed above in Section B.*4.0.1.B.1. Data Management and Transition to Electronic Portfolio*).

Through a comprehensive application process and this integrative portfolio development experience, students are required to demonstrate their current levels of learning across all competencies, and their potential for competent practice on each competency. As they prepare to enter their intensive Social Work major training experience, students are asked to assemble this portfolio as a self-assessment process inasmuch as an application one. Specifically, the criteria for admission to the major are clearly articulated in the application guide and students maintain the responsibility, in partnership with their advisor, for developing a compelling set of evidence demonstrative of their preparedness for advanced level study within the social work program.

Portfolio-based learning requires a high form of knowledge and skill integration in that students are assessing their mastery of professional competencies while simultaneously reflecting on the development of their emerging professional identity(Fitch, D., Peet, M., Reed, B. & Tolman, R. 2008). The process of collecting, reflecting on, and sharing scholastic and professional documents to be evaluated serves as both an accountability process and a critical thinking competency content project on multiple occasions in the CCSU program.

Further, the Application to the SW Major portfolio serves as an important tool for the faculty in assessing student preparedness for the next level of social work study and practice. As students develop their application portfolios and encounter questions or need for clarity about the program or profession, they partner with faculty to explore key considerations in selecting the social profession. This time for self-assessment, articulation of learning needs and partnerships with faculty engage students more deeply in the collaborative learning process characteristic of the CCSU program.

Finally, the Application to the SW Major portfolio serves as the foundation for their ongoing development of the Senior Field Portfolio capstone project described fully below. Students

continue their assessment and assembly of the portfolio throughout their studies leading to a second level portfolio assessment as they apply for acceptance to the Senior Field experience.

When students submit their portfolios in application to the major, they are declaring that they meet the articulated expectations for entry to the social work major and are responsible for highlighting and discussing any areas where this is questionable. Portfolios are assessed by faculty on a designated 4-point rubric assessing demonstrated preparedness for professional practice in each of the ten competency areas, as discussed below.

B.4.0.1.B.6 a.2. Application to Senior Field
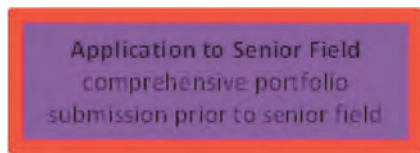
Application to Senior Field comprehensive portfolio submission prior to senior field

All social work students are required to complete a Senior Field Portfolio, a Capstone project, in the semester prior to initiating senior field practice. Currently a manual process, CCSU will be implementing an electronic assessment and portfolio system imminently. (Please see overview of this planned University transition in discussed above in Section B.*4.0.1.B.1. Data Management and Transition to Electronic Portfolio*).

Through a comprehensive, integrative portfolio development experience, students are required to demonstrate their learning across all competencies throughout their social work training as they prepare to enter their intensive Senior Field experience. (Please See "*Senior Field Portfolio Guide"* in the *Student Handbook / Field Manual, Volume 3 – Appendix J)*

Stated above, portfolio-based learning requires a high form of knowledge and skill integration in that students are assessing their mastery of professional competencies while simultaneously reflecting on the development of their professional identity(Fitch, D., Peet, M., Reed, B. & Tolman, R. 2008). The process of collecting, reflecting on, and sharing scholastic and professional documents to be evaluated serves as both an accountability process and a critical thinking competency content project and this capacity is assessed again in students prior to acceptance into the senior field experience.

The Senior Field Portfolio requires students to demonstrate their ability to organize and synthesize their development on the competencies through a fusion of their: course projects and papers; supervisor assessments for all experiential field-based practice; program policy requirements; other professional documents (e.g. resume'); and, their narrative statement that reflects upon their learning and development. This culmination serves as a comprehensive capstone project assignment and facilitates students' assessment of their own current mastery of the core competencies and practice behaviors as they initiate their Senior Field Experience, as well as a developmental assessment of their personal growth and identity as a professional social worker.

B.4.0.1.B.6 a.3. Faculty Assessment of Student Application to the Social Work Major
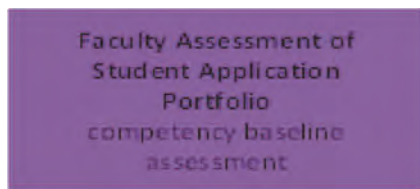
Faculty Assessment of Student Application to the Social Work Major Portfolio: *(*Please see *Volume 3 – Appendices – Program Assessment Instruments – Appendix A1*) to view this Assessment Rubric). All social work students are required to complete an Application to the Social Major Portfolio, as described above, in the semester prior to initiating upper level, majors only, social work courses. The Application to the Social Work Major Portfolio serves as an important tool for Faculty in assessing applicant readiness for upper level study in social work, as well as in established indications of professional potential in the field of social work.

Through the application portfolio, students demonstrate for faculty their capacity to follow professional directions well (please see Application to the Social Work Major Guide for Portfolio in *Student Handbook / Field Manual, Volume 3 – Appendix J*). Developing and submitting the Application Portfolio prepares students for entry into more professionally demanding study within the program. Included in the portfolio are student products from beginning study, a narrative demonstrating their current capacities in both writing and content including diversity, assessment, critical thinking, etc.

Assessing student preparedness for entering the Social Work major through a portfolio highlights students' integration of key infrastructure requirements, use of program policy, and assures they have been exposed to and understand the rigorous requirements of the social work program. This includes the ongoing requirement of pre-senior experiential field-based practice internships, the 70 hour minimum community practice learning experiences (SW 360 and SW 361 in the junior year). Similarly, preparation for the social work major includes significant life planning to accommodate the rigorous Senior Field Internship requirements of SW 450 and SW 452.

Faculty have found that this portfolio assessment provides pivotal information on students' areas of strength and needs for targeted further growth. In areas where portfolio contents are of specific concern, faculty assessment of portfolios catalyzes individual interviews to explore in depth student needs and / or appropriateness for the social work major prior to students committing to the cost and rigorous demands of a professional training major (vs. academic discipline major) for which they may not be prepared.

Designated faculty assess the Application to the Social Work Major Faculty Assessment Rubric, where each competency is assessed using the portfolio contents as evidence of level of mastery. (Please see Application to *the Social Work Major Faculty Assessment Rubric* in *Volume 3 – Appendix A1 – Program Assessment Instruments*). This quantitative rating, as well as faculty discussion, inform an overall assessment of student readiness for acceptance into the social work major, as well as needed areas of support prior to entry decisions. (Please see results data and

discussion in section B.*4.0.1.B.6 a.3. Faculty Assessment of Student Application to the Social Work Major*)

Results for Academic Years 2012-2013 and 2013-2014:

Results of Faculty Rubric Scoring of Social Work Application to Major with Percentage of Students Achieving Benchmarks by Academic Year

Data Utilized: Faculty Evaluation of Student Application to Major according to Rubric for Assessment of Application to SW Major

Academic Year (SP 2012-SU 2013)

Competency / *Practice Behavior*	Applicants to SW Major Mean / N = 172	Percentage Achieving Benchmark (2.0)
2.1.1. (Identity)	2.37	92%
2.1.3. (Critical Thinking)	2.07	84%
2.1.4. (Diversity)	2.20	86%

Academic Year (2013-2014)

Competency / *Practice Behavior*	Applicants to SW Major Mean / N = 115	Percentage Achieving Benchmark (2.0)
2.1.1. (Identity)	2.47	91%
2.1.3. (Critical Thinking)	2.33	83%
2.1.4. (Diversity)	2.37	87%

Results indicate across both academic years that portfolios were assessed on competencies 2.1.1., 2.1.2., and 2.1.3. by faculty according to the designated Rubric (please see *Rubric for Faculty Assessment of Application to the SW Major*, *Volume 3 – Appendices A1 – Program Assessment Instruments and A2 – Data Report)* and that the benchmark of 2.0 for pre-social majors was achieved by 83% or more of applicants across competencies. This demonstrates achievement of the target objective of 80%. Ongoing clarification of the application process and orientation sessions will likely contribute to improvement on these measures. Utilizing the assessment model and the new electronic system, when implemented, we will be able to incorporate results of this initial portfolio review into the students' individual portfolio such that students can assess their own development over time in the major.

For the current review, we compared student application to the major means from 2012-2013 to the Senior Field Application Portfolio means 2013-2014, as this cohort of students matriculated to readiness for senior field. Addressed more fully in the analysis of the Senior Field Portfolio assessment section below, we observed strong improvement in all three competencies assessed within the portfolios from time 1 (Application to the Major) to Time 2 (Application to Senior Field). Discussed more in depth below, mean scores on all three competency measures improved

to over the 2.5, with 89% or more of students achieving the designated benchmark of 2.5 by application to Senior Field.

B.4.0.1.B.6 a.4. Faculty Assessment of Student Application to the Senior Field

Field Coordinator and
Faculty Assessment of
Senior Field Portfolio
semester prior to senior field

Senior Field Portfolio - Capstone Competency Demonstration & Process *Procedures, Measures & Rationale: (*Please see Senior Field Portfolio Faculty Assessment Rubric in *Volume 3 – Appendices – Program Assessment Instruments – Appendix A2)* All social work students are required to complete a Senior Field Portfolio, a Capstone project, in the semester prior to initiating senior field practice. The Field Coordinator and designated faculty assess the Senior Field Portfolio as a second thorough review of students' growing repertoire of learning and synthesis of the their training.

Students are required to demonstrate their learning across all competencies throughout their social work training as they prepare to enter their intensive Senior Field experience. (Please See *"Senior Field Portfolio Guide"* in *Student Handbook / Field Manual, Volume 3 – Appendix J*) Further, the Senior Field Portfolio serves as an important tool for the Field Coordinator and designated Faculty in assessing student preparedness for practice in Senior Field. The Field Coordinator and designated faculty assess the Senior Field portfolio capstone project according to a designated rubric where each competency is assessed using the portfolio contents as evidence of level of mastery. (Please see *Senior Field Faculty Rubric* in *Volume 3 – Appendices A2 (Rubric) and B2 (Data Report).* This quantitative rating, as well as Field Coordinator and faculty discussion, inform an overall assessment of readiness for Senior Field, as well as needed areas of field experience used in placement decisions. (Please see Senior Field Portfolio Data in section *4.0.1.B.6 a.4. Faculty Assessment of Student Application to the Senior Field).*

With the integration of the electronic portfolio system, the Senior Portfolio will also be used in evolving ways throughout their final year of study and practice to:

- Allow student demonstration of analysis skills
  - "Can students systematically analyze and synthesize quantitative and qualitative data?"
- Prompt student "integrative program perspective"
  - "Can students demonstrate ability to integrate data, assessment and experience?"
- Final review, consideration and demonstration of their own competency development prior to graduation
  - "Do students understand the core competencies and integrate this understanding with their professional identity?"

When this electronic portfolio is implemented as described above, faculty assessment of the portfolio will expand to include an assessment of how the student synthesizes their own portfolio of assessments and associated graphs, integrating all external and self-evaluations generated

during their training at CCSU. The faculty rubric will expand to accommodate this assessment, allowing the Senior Field Portfolio to continue to serve as a "readiness for Senior Field and Needed Specialty Training in Senior Field" assessment, as well as a direct assessment of student mastery of competencies related to self-reflection, critical thinking, research, and evaluation. While these are included in current considerations as faculty evaluate the portfolios, the enhanced electronic synthesis and reporting capabilities will empower student self-analysis to include data interpretation, trend analysis, and scientific writing on their own behalf.

Results for Academic Year 2013-2014:

Results of Faculty Rubric Scoring of Senior Field Application with Percentage of Students Achieving Benchmarks by Academic Year

Data Utilized: Faculty Evaluation of Student Senior Field Application according to Rubric for Assessment of Senior Field Application

* Student Application – Senior Field Portfolio Submitted Semester Prior to Initiation of Senior Field

Academic Year (2013-2014)

Competency / *Practice Behavior*	Senior Field Applicants Mean / N = 96	Percentage Achieving Benchmark (3.0)
2.1.1. (Identity)	3.32	99%
2.1.2. (Ethics)	3.00	89%
2.1.3. (Critical Thinking)	3.14	89%
2.1.4. (Diversity)	3.13	90%
2.1.5. (Social Justice)	3.19	99%
2.1.6. (Research)	2.79	73%
2.1.7. (HBSE)	3.07	92%
2.1.8. (Policy)	N/A	N/A
2.1.9. (Contexts)	N/A	N/A
2.1.10. (Engage...All)	N/A	**N/A**

Results indicate strong student performance, as assessed by the faculty scoring rubric for the Senior Field Portfolio, achieving the objective of 80% at benchmark (3.0) or above on all competencies assessed, with the exception of 2.1.6. Research (please see discussion below). An important measure of student trajectory on competencies from pre-major to senior field, we examined the change from application to the major portfolio ratings to senior field portfolio ratings. Based on student immersion in social work major courses upon admission to the major, as well as completion of two additional 70 hours field-based experiential placements (required in SW 360 and SW 361), we anticipated seeing strong improvement from application to major to application to senior field.

For the current review, we compared student Application to the Major means from 2012-2013 to the Senior Field Application Portfolio means 2013-2014, as this cohort of students matriculated

to readiness for senior field at this time. We observed strong improvement in all three competencies assessed within the portfolios from time 1 (Application to the Major) to Time 2 (Application to Senior Field). The mean scores on all three competency measures improved to over the 2.5, with 89% or more of students achieving the designated benchmark of 2.5 by application to Senior Field. The noted improvement supports program impact on student competencies during the junior year (300 level courses) and the attendant necessity of the additional 70 hour field experiences. It also reinforced our benchmark designations (2.0 at application and 2.5 at application to senior field) as appropriate to these key transition times in the program.

Results indicate strong student performance, as assessed by the faculty scoring rubric for the Senior Field Portfolio, achieving the objective of 80% at benchmark (3.0) or above on all competencies assessed, with the exception of 2.1.6. Research.   As the self-study process culminates, data across multiple measures are clearly indicating that competency 2.1.6., Research, presents as the one competency across measures where less than 80% of students often do not achieve the designated benchmark.

This is seen as crucial program information and has already informed a meeting in May, 2014, between the Department Chair and faculty related to outcome trends and what could enhance student competency development through the research curriculum. In that meeting, several areas of potential impact were noted, including how the practice behaviors related to conceptual model acuity and informing practice through research are being understood and incorporated by faculty, field instructors, and students. It is believed that a more restrictive view of research, meaning that it solely entails conducting research projects and writing up peer-reviewed papers, may be influencing all of those involved in evaluation.

We also discussed the balance of emphasis on writing research proposals / paper versus other aspects of the practice behaviors within the research course SW374.   Initial plans for a review of assignments within the SW374 class are being made, including the planned incorporation of multiple experiential activities where students will practice skills related to conceptual modeling. This will include but not be limited to: utilizing a conceptual model; contributing to the development of conceptual models on complex social issues and multifaceted treatment considerations; and, presentation of the impact conceptual mapping and modeling can have on project organization, stakeholder comprehension, and evaluation of impact.

Further, in both SW 374 and SW 360 and SW 361, the beginning practice courses, faculty will enhance curricular emphasis and student practice of identifying core areas of research that could be explored relative to challenging client populations or situations. While this is addressed within the courses already in designated areas, it is believed a shift toward more ubiquitous infusion in case by case contemplations will enhance student tendency to consider identifying key areas of research to be explored as a standard part of initial treatment planning. This could include adding the questions: "What core topics of research are important to explore relative to this practice scenario?" "What research areas could inform important considerations in planning assessment for this family?" "What current research findings support the proposed treatment plan?" Standardizing these types of questions relative to research as active steps in treatment

planning will enhance student familiarity with research-informed practice as a standard for each assessment and planning experience.

During the May, 29, 2014 meeting, we also identified the need to address the broader definition of the research related practice behaviors with field instructors. This is supported through their own self-report data on experiences students get in their respective field placements, where, again, research scored low relative to the other competencies (please see *4.0.1.B.6 d.1. for* data and discussion on Field Instructor Evaluation of Practice Opportunities for Practice Behaviors by Competency in the Field Setting). It is believed that this supportive clarification and integration of concrete examples of activities and projects students can do across diverse field settings will empower field instructors to more accurately assess student performance and engage in reinforcing these skills within the field setting.

Upon the full faculty's return in August, 2014, these curricular enhancements will be discussed and incorporated, along with other faculty input on strengthening this competency across the program. Additionally, the Field Coordinator will incorporate selected changes into the field instructor orientation session in Fall 2014 and use a portion of this meeting with field instructors to clarify the expansive definitions of the practice behaviors within the 2.1.6. Research competency, giving examples of how related activities can be incorporated within the field setting across sites.

3-G: Expense Budget Form

B4.0.1.B.6 b.1. Professional Social Work Dispositions as Assessed by Course Instructor

Social Work Professional
Dispositions Assessment
by Instructor
(all core courses)
226,227,360,361,362,368,
374,426,451,453
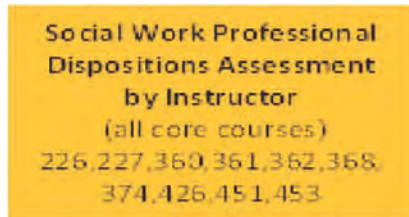
Professional Social Work Dispositions as Assessed by Course Instructor
Procedures, Rationale & Measures: (Please see *Professional Social Work Dispositions Rubric* in *Volume 3 – Appendix A3 – Rubric and Appendix B3 - Reports*). In 2010, faculty began to assess students relative to their habits of thinking and learning specific to the Professional Social Work Dispositions. As a measure of students' developing professionally appropriate behavior and learning practices that demonstrate and reinforce these professional behaviors, faculty developed the *"Professional Social Work Dispositions Rubric"*. During this process, faculty presented at the 2010 CSWE Conference in Portland, Oregon, on experiences and preliminary findings of this dispositions assessment implementation. By examining pre- and post-measures of professional dispositions, the program was able to reflect upon student trajectory of behavioral change as well as specific areas of strengths and weaknesses. Similarly, the project included student self-assessment on the dispositions in prep for that workshop, where students were able to identify and discuss their own performance on the dispositions as well as their needed areas for growth.

This pilot process and student feedback on it influenced the ongoing assessment process throughout the program, as results indicated the importance of this behavioral assessment "bridge" to competency development, where students' behaviors in the classroom could be assessed successfully on a behavioral rubric. As the program was transitioning to competency assessment, the dispositions provided a needed translation of classroom to practice professional behaviors. The project also demonstrated the impact of student self-assessment within the learning environment and has fortified the current assessment model's inclusion of multiple areas of student self-assessment.

The Professional Social Work Dispositions Rubric is completed at the end of each core course (non-elective courses). Completed for the first time in Spring 2010, the rubric was revised in Fall 2011 for specificity, and again in 2012 to more concretely operationalize the behaviors on the dispositions. Results of the faculty assessment of student professional dispositions with the updated Rubric are included below, including means, benchmarks for each course level and percentage of students achieving the benchmark.

Results for Academic Years 2012-2013 and 2013-2014:

Professional Dispositions – Faculty Assessment of Students at End of Each Course: Outcomes with Percentage of Students Achieving Benchmarks Course Level for each Academic Year

Dispositions Data Completed by Faculty for Core Classes – Dispositions Data Utilized SW226,227,360,361,374,426,450,452)

Academic Year (2012-2013)

Professional Disposition toward:	200 Level (SW226,SW 227) N = 120 Mean	Percentage Achieving Benchmark (2.0)	300 Level (SW360,SW361) Mean N = 159	Percentage Achieving Benchmark (2.5)	400 Level (SW450,SW452) Mean N = 196	Percentage Achieving Benchmark (3.0)
Learning	3.29	99%	3.35	84%	3.94	94%
Social Work	3.33	98%	3.63	96%	4.09	99%
Professional Conduct	3.28	96%	3.46	95%	4.02	97%
Interpersonal Relationships	3.28	98%	3.47	91%	3.98	97%
Communication	3.15	98%	3.39	89%	3.89	96%
Self-Awareness	3.18	96%	3.43	89%	3.91	95%

Academic Year (2013-2014)

Competency	200 Level (SW226,SW 227) Mean N = 153	Percentage Achieving Benchmark (2.0)	300 Level (SW360,SW361) Mean N = 73	Percentage Achieving Benchmark (2.5)	400 Level (SW450,SW452) Mean N = 106	Percentage Achieving Benchmark (3.0)
Learning	3.26	95%	3.22	81%	3.30	84%
Social Work	3.50	97%	3.49	89%	3.58	93%
Professional Conduct	3.44	97%	3.23	79%	3.55	92%
Interpersonal Relationships	3.40	97%	3.40	82%	3.61	93%
Communication	3.29	98%	3.29	82%	3.61	93%
Self-Awareness	3.34	98%	3.23	75%	3.58	92%

For each academic year, the high majority of students achieved the benchmark at each level of measurement. A noted trend emerged across both years of included analysis. In 2012/2013 and 2013/2014 respectively, a very high percentage, 96% and 95% or greater, of students achieved the benchmark for the 200 level courses; a decreased percentage, 84% and 75% or greater, did at the 300 level; and, then an increased percentage of students once again (94% and 84% or greater) achieved the benchmark in the 400 level courses.

Chapter 4

This trend was interpreted to indicate the rising professional behavior expectations as students move into the core social work major classes in the 300 level, and the difficulty some students have in making that transition. This is also the time in their training where the practice courses are taught (SW360 Practice with Individuals and Families; SW361 Practice with Groups), engaging students in class-based professional role taking at an exponentially increased rate. It is likely that these practice opportunities challenged students in a different way, as did more in depth discussion of their community-based field practice experiences where student views, behaviors and development relative to professional behaviors and interaction with clients were emphasized.

For Academic Year 2013-2014, results indicate that objective of 80% or more achieving benchmark were met across dispositions at all course levels with the exceptions of Professional Conduct (79%) and Self-Awareness (72%) during the 300 level assessments. Both of these dispositions related directly to competency 2.1.1. Identity. As discussed above, the 300 level courses represent a significant increase in class-based experiential role plays and interventions planning, practice and discussion. These require students to discuss complex client issues within the role of the professional social worker, involving, at best, a high degree of self-awareness and the capacity to reflect well upon one's internal and external experiences of simulated client situations. Practice course faculty routinely address these skills within the class and begin to hold students accountable for these professional behaviors at a higher expectation for their performance.

In order to support ongoing improvement in these disposition areas, faculty will discuss additional experiential activities related to self-reflection for routine use within the 300 level classes. Under the new assessment model that incorporate student self-assessment for each of the 70 hour experiential field-based placements will give students practice with self-reflection on the practice behaviors relative to each of the four courses in which the 70 hour placement is required (SW 226, 227, 360 and 361). It is believed that these ongoing self-assessment experiences, combined with discussion of the alignment between self and supervisor evaluation outcomes, will increase student performance in these areas.

We will also incorporate into the annual faculty data review and integration activities, an exploration with faculty on how their expectations shift from 200 level courses, where performance is notably high – 90% or more achieving benchmark in all areas, to 300 level courses where the decreased performance noted above is observed. Faculty will jointly develop plans for student orientation to the heightened expectations within the 300 level courses as part of the initial discussion of the course syllabus and expectations at the beginning of each semester. Because students receive a copy of the professional dispositions in each syllabus, there is a built-in way for faculty to discuss these increasing expectations as students matriculate through the program.

B.4.0.1.B.6 b.2. Assessment of Couse Assignments with Designated Competencies (please see Table 2D for matrix of competencies by course assignments assessing them)

Assessment of Specified
Competencies in
Course Assignments
all courses – all semesters

Individual Course Section Assignments – Practice Behavior Linked Assessments: (Please *see Volume 2 – Syllabi* and *Volume 1 – Chapter 2 - Table 2D* for specific Course Assignment links to competencies). Since the 2011-2012 academic year, syllabi routinely included detailed description of course assignments with specific competencies to be assessed within the assignment noted. Further, textbooks inclusive of competency and practice behaviors designated for each section allow faculty to incorporate these into syllabi timelines and link these areas of text support to designated assignments, denoting the competencies and / or practice behaviors addressed.

For each course, faculty are responsible for assessing student performance on individual and group assignments, where each competency is linked to applicable sections of the assignments. Successful completion of the class (with a grade of C = 74% or better) indicates the majority of students average successful achievement of the benchmarks for performance on the course assignments, but these data do not provide the richness of detail intended for this portion of the assessment model.

To date, limits on the existing data management system (please see full discussion above in section *4.0.1.B.1. Data Management and Transition to Electronic Portfolio*) we have not yet been able to analyze across courses student performance on the competencies, as measured by assignment grading rubrics, across time. With the transition to the data management system, grading rubrics for each portion of assignments will be entered, allowing instructors to enter their grades for each portion of the assignments electronically, Because each portion of each assignment, both shared assignments and assignments unique to various course sections, will receive grading points and each portion will be electronically linked to the practice behavior(s) it measures, we will be able to assess and compare student performance on the practice behaviors across assignments, sections, courses and course levels. Further, the electronic system will allow individual level analysis at the student level, so he or she will begin to see trends in areas of the competencies where performance is consistently high or indicates the need for focused improvement.

This plan ensures analysis potential on all student assignments, shared or not, across sections and courses, as each section of each assignment will be linked to the designated practice behavior(s) for which student performance is measured. Over time, it is believed that this addition will provide the ultimate accountability for each section of each course, at the student level, for course-based performance measurement on the practice behaviors.

This addition of individual assignments within sections will also allow the program to assess whether there is a significant difference on student performance on practice behaviors, as assessed by performance on assignment sections linked to specific practice behaviors. Data comparing student performance on shared assignments with student performance on non-shared assignments from different sections of classes within the same course will allow us to assess the utility of the shared assignment model as compared with individual assignment model, with all directed at developing the designated practice behaviors for the course. It is anticipated that some individual assignments within sections may be so effective, per student performance and student feedback on experiences, that they may be adopted as the shared assignments in subsequent semesters.

B.4.0.1.B.6 b.3. Couse-based Implicit Curriculum Assessment
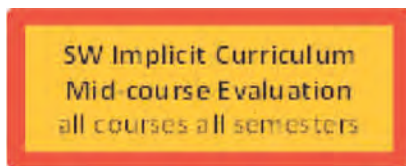
As part of the self-study process, we designed a survey process and instrument to access anonymous student feedback on the overall learning environment created within the CCSU program. We were interested in assessing this overall at the program level and in utilizing the results to inform faculty mid-semester such that they could modify the learning environment or do more of the same based upon student feedback.

Upon completing a draft of survey items, we assembled a group of students (from Phi Alpha and the Social Work Club) to review intentions of and get feedback regarding implementation of this new assessment of the learning environment process; as well as the implicit survey item wording. Students provided valuable feedback, including the breaking up of previously combined items (3 total) into more specific and manageable items (the 5 item final survey we utilized). They supported faculty interest in the student experience of the learning environment overall.

We piloted the revised survey mid-semester of Fall 2013 (please see *Implicit Curriculum Instrument* in *Volume 3 – Appendix A4).* within the classroom on paper with the instructor not in the room. The survey was placed within the electronic environment for the Spring 2014 measure, where students received a link to the online survey via email. In both administrations, students completed a separate survey for each course in which they were enrolled. Please see (*Implicit Curriculum Student Feedback Survey Results* – Fall 2013 and Spring 2014 for implicit curriculum results at the course level *Volume 3 – Appendix B4 – Appended Program Data Reports).*

Results of Implicit Curriculum Survey 2013-2014:

The survey implemented in Fall, 2013, addresses all three CSWE foci measures of implicit curriculum, including that the program results indicate student recognition of a learning environment that:

- demonstrates support and promotion of difference and diversity,
- promotes high quality of student- instructor and student-student interchange and a spirit of inquiry;
- promotes student support and mentoring.

Implicit Curriculum Student Feedback Survey Fall 2013

Item	1. The learning environment created in this course demonstrated support and promotion of difference and diversity.	2. The learning environment created in this course promoted high quality of student with instructor critical thinking interchange fostering a spirit of inquiry.	3. The learning environment created in this course promoted high quality student with student critical thinking interchange fostering a spirit of inquiry.	4. The learning environment created in this course provided for / promoted student support and mentoring.	5. The learning environment created in this course fostered the development of my practice skills.
Mean	4.66	4.54	4.46	4.29	4.51
N	373	373	373	373	373

Implicit Curriculum Student Feedback Survey Spring 2014

| Item	1. The learning environment created in this course demonstrated support and promotion of difference and diversity.	2. The learning environment created in this course promoted high quality of student with instructor critical thinking interchange fostering a spirit of inquiry.	3. The learning environment created in this course promoted high quality student with student critical thinking interchange fostering a spirit of inquiry.	4. The learning environment created in this course provided for / promoted student support and mentoring.	5. The learning environment created in this course fostered the development of my practice skills.
Mean	4.66	4.51	4.55	4.41	4.53
N	324	324	324	324	324

Means for the implicit curriculum items for the BSW program courses range from (4.29-4.66 / 5 in Fall 2013) and (4.41-4.66 / 5 in Spring 2014). Individual course level implicit curriculum means are also presented in appended data *Volume 3 – Appendix B4 – Appended Program Data Reports - Implicit curriculum*).

The stability of overall means is both noteworthy and positive regarding student perception of the learning environment. This remained true across the pilot paper survey to the electronic

administration in Fall 2014. Participation numbers were similar across both semesters, demonstrating the commitment of students to completing this mechanism for feedback. We were uncertain if students would be as likely to complete the on-line version, fully independent, versus the paper administration within the classroom environment, where peer pressure and ease of access were strong.

Qualitative Implicit Curriculum Data are reported verbatim at the individual course level in *Appendix B4 – Appended Program Data Reports.* Implicit curriculum data are shared with instructors for use in course planning and revision, including any qualitative student comments specific to the course evaluated. Upon return to campus in August, 2014, faculty will finalize the dates for administration and results return for the 2014-2015 academic year. Data will be further analyzed and correlated with student feedback in the Exit Interviews prior to graduation.

B.*4.0.1.B.6 b.4. End of Course Student Feedback and Course Evaluation*
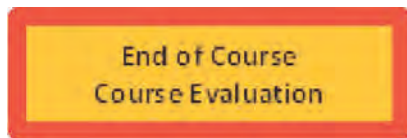
Procedures & Measures: Please see *Volume 3 – Appendices – Program Assessment Instruments).* within for a copy of course evaluation instrument). As a required, non-graded assessment at the end of each course across all semesters of the program, an End of Course Survey is administered. This instrument is administered and analyzed at the University level, not the Departmental level. Quantitative and qualitative feedback is analyzed and synthesized into a report that is sent directly to university faculty and is not publicly accessible by other faculty or at the departmental level. This protection of faculty privacy is supported through Union contract rules. As such, we cannot report on the specific results of this survey over time for the program.

However, we see the End of Course Survey as an important element of the Assessment Model overall, as individual program faculty do receive student feedback for use in course revision and enhancement. Faculty can utilize feedback generalizations and specifics in faculty discussions, and program modifications, as well as their specific feedback in continual growth and development of pedagogical methods and delivery.

Additionally, this instrument further empowers students to take an active role in assessing the content of the program courses, its commitment to and reflection of core social work mission and values, and the faculty's capacity to engage students in this learning. Further, consistent completion of this feedback survey is seen as student advocacy for the self as an adult learner through the provision of specific course feedback.

When faculty return to campus in August, 2014, as part of the overall discussion of the past academic year's results, we will engage in a dialogue around how best to incorporate feedback from these surveys for the upcoming academic year. This will include inviting faculty to share any modifications to the course or their delivery methods they intend to make based upon student feedback.

B.4.0.1.B.6 c. Experiential Practice - Field-Based Assessments

B.4.0.1.B.6 c.1. 70 Hour Experiential Field Placement Instructor Evaluation of Student Competency

The Field-based instructor evaluations in the pre-senior field (SW 226, 227, 360, 361) courses provide an important baseline and trend database relative to specific outside assessment of student competence on practice behaviors. The 70 Hour Experiential Field-based Placement Evaluation is required to be submitted by the student's supervisor prior to students receiving credit for the course. This tool serves as the primary means by which practice behavior benchmarks are assessed in practice during the pre-senior field courses – both pre-major and within the major. Please see *Volume 3 – Appendices A6 (Instrument) and B5 (Data Reports).*

The survey is administered electronically and had been administered in this way since Spring, 2010. The instrument contains practice behaviors that were initially conceptualized as skills, knowledge and attitudes appropriate for the pre-senior field level within the program. This long term data provides important opportunity for analysis and was seen as critical to retain as we revised the assessment process.

In order to specifically assess the degree to which these existing 70 hour placement measures met the requirement to assess competencies and practice behaviors, we conducted a detailed review of items relative to their related competency and practice behavior(s). All existing items' wording remained the same. We translated these knowledge, values, skills and abilities items into a specific assessment of practice behaviors with benchmarks by coding the items with their competency / practice behavior(s) equivalent. All items coded as connected to 2.1.1.practice behavior b informed those results, and so on. (*Please Volume 3 – Appendix B5* for Report of *70 Hour Survey Results* with noted alignment of competencies and practice behaviors.

This process resulted in the existing 70 hour Experiential Field-based Practice Instructor Evaluation informing assessment of specific practice behaviors on nine of the ten competencies, excluding only 2.1.7.   We opted to retain the existing 70-hour survey due to field supervisor and student familiarity with the instrument, as well as its successful electronic administration already in process for many years. In addition to providing feedback on student achievement of benchmarks at the pre-major (200 level courses) and pre-senior field (300 level courses), this existing data allows comparison at the cohort level as students complete senior field (please see Senior Field Results discussed in the section B.*4.0.1.B.6 c.3* below).

Evaluating student performance across their first four semesters of field-based practice provides important data during the senior field placement process, as students who have not achieved benchmarks on various competencies over these 70 hour evaluations can be assessed for appropriateness for senior field practice and / or placed deliberately into field setting where practice on the areas of benchmark deficiency can be emphasized (please see discussion of field

site review survey in section *4.0.1.B.6 d.1. Field Instructor Assessment of Practice Behavior Experiences Available within the Field Placement*). Program faculty work collaboratively with the Field Coordinator to highlight specific areas of student strength are needs for growth as communicated by external evaluators within the 70 hour placement.

Results of 2012-2013 and 2013-2014:

Results of all 70 hour evaluations completed by placement supervisors were analyzed and converted into measures of competencies / practice behaviors using the methods described above. Data clearly indicate that at both the 200 level courses (pre-major) and 300 level courses (pre-senior field) students achieve the benchmarks of 2.0 and 2.5, respectively. For both academic years, over 90% of students at both levels (200s and 300s) achieve the designated benchmarks. The results of these 70 hour evaluations indicate that students are consistently achieving the program's target of 80% at or above benchmark. There is noted stability across time and measures for the individual competencies as well, where little variance is noted between academic years for means on each individual competency.

Of note, results for the Senior Field Level courses (400 level) will be discussed in detail in the Senior Field Evaluation section below. However, there is a slight decline noted in assessed performance mean and percent achieving benchmarks on some competencies moving into the senior field level results. This combined level table of data is helpful in utilizing results to discuss programming and assessment decisions, as clear trends emerge across these significant transition times in the program. We will be monitoring these trends over time, with specific attention to how the utilization of two different instruments, the 70 hour field evaluation for pre-senior field courses and the senior field evaluation senior field courses, may be impacting results. While the trend in 2012-2013 was noted, there was an even greater indication of this decline in senior field performance in the 2013-2014 academic year. Please see in depth discussion of these results in the senior field evaluation section below.

Competency Assessment Outcomes with Percentage of Students Achieving Benchmarks in Field-Based Practice at the Course Level for each Academic Year

Field Instructor Evaluation Data Utilized: (70-hour placement – SW226,227,360,361) (Senior Field Evaluation (SW452)

Academic Year (2012-2013)

Competency	200 Level (SW226,SW227) Mean	Percentage Achieving Benchmark (2.0)	300 Level (SW360,SW361) Mean	Percentage Achieving Benchmark (2.5)	452 Level (SW452) Mean	Percentage Achieving Benchmark (3.0)
2.1.1. (Identity)	3.74	97%	3.79	98%	3.70	96%
2.1.2. (Ethics)	3.73	95%	3.80	97%	3.71	93%
2.1.3. (Critical Thinking)	3.76	97%	3.81	98%	3.57	93%
2.1.4. (Diversity)	3.76	96%	3.81	97%	3.65	94%
2.1.5. (Social Justice)	3.40	91%	3.47	92%	3.64	85%
2.1.6. (Research)	3.83	96%	3.84	98%	3.59	**90%**
2.1.7. (HBSE)	N/A	N/A	3.76	97%	3.63	96%
2.1.8. (Policy)	3.54	96%	3.48	93%	3.53	88%
2.1.9. (Context)	3.54	96%	3.48	93%	3.71	94%
2.1.10. (Engage...)	3.70	94%	3.69	95%	3.69	**97%**

Academic Year (2013-2014)

Competency	200 Level (SW226,SW227) Mean	Percentage Achieving Benchmark (2.0)	300 Level (SW360,SW361) Mean	Percentage Achieving Benchmark (2.5)	452 Level (SW452) Mean	Percentage Achieving Benchmark (3.0)
2.1.1. (Identity)	3.77	96%	3.80	95%	3.61	97%
2.1.2. (Ethics)	3.62	96%	3.74	95%	3.34	95%
2.1.3. (Critical Thinking)	3.78	98%	3.82	97%	3.46	97%
2.1.4. (Diversity)	3.75	96%	3.79	95%	3.51	97%
2.1.5. (Social Justice)	3.69	96%	3.44	90%	3.33	92%
2.1.6. (Research)	3.85	98%	3.76	95%	3.0	80%
2.1.7. (HBSE)	3.40	93%	3.76	95%	3.51	95%
2.1.8. (Policy)	3.61	96%	3.55	95%	3.10	82%
2.1.9. (Context)	3.61	96%	3.55	95%	3.22	82%
2.1.10. (Engage...)	3.77	96%	3.66	92%	3.51	96%

B.4.0.1.B.6 c.2. Student Self-Evaluation of Competency Performance in 70-hour Experiential Field Placement;
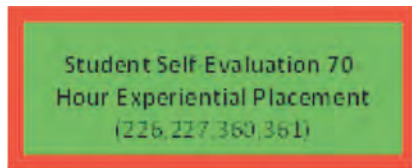
Procedures & Measures: As part of the self-study process, discussion and analysis of field-based evaluation data for the pre-senior field courses prompted the addition of formal student self-assessment on the 70-hour measures. These were historically only evaluated by the field supervisor. This addition was based on a desire to monitor student self-reflection and self-awareness competency over time. Please see *Volume 3 – Appendices A7 (Instrument) and B6 (Data Reports).*

Piloted electronically in Spring, 2014 all students complete the 70 hour self-evaluation as an ungraded part of the course across four semesters (SW 226, 227, 360, 361). Self-assessment of current ability on each behavior is completed using the student version of the same survey field supervisors complete. While some field supervisors traditionally had students self-evaluate as part of the semester ending, this was not universally done. Self-assessment allows students to reflect upon their performance in the field and engage in rich dialogue with the field supervisor during the evaluation time. With full implementation of the electronic system, student data will be stored in individual student portfolios to link data from each repeat administration, as well in the School database amenable to multiple queries, including comparative analysis of the student self-evaluation with field supervisor evaluation..

Rationale for Use of Measures: Repetition of the 70 hour placement self-assessment across four courses allows for multiple measures and comparisons on individual student and cohort assessment of developmental trajectory on student self-assessment; use of "experiences practicing practice behaviors" to assess degree to which coursework and field-based experiences are providing experiential learning opportunities that students link with development on the practice behaviors; and, assessment of student perceived abilities for contribution to customized field placement selection and assignment. Specific questions related to informing student and program decisions include the following areas:

- Allow developmental assessment over time (student): Questions to be addressed by the data:
    - "Do students identify core competencies / practice behaviors needed for social work more accurately over time?;"
    - "Do students demonstrate developmental progress as self-assessed on practice behaviors?;"
- Assess course provision of experiences on practice behaviors
    - "Do courses provide students field-based practice experiences related to practice behaviors?"
- Inform student capacity for self-assessment (process as content in practice behaviors)
    - "Do students demonstrate increased capacity for self-assessment?"

- Allow field placement decisions to ensure practice opportunities where needed – demonstrate linkage

Implementation Experience / Results to Date: 70 Hour Experiential Field-based Evaluation – Student Self-Assessments were administered electronically in Spring, 2014 semester. As this was a pilot, there is no comparison data at this point. However, results of the initial administration are presented below, including means, N and % self-assessing as meeting benchmark. Further, student self-assessment data are presented alongside instructor evaluation for each of the course levels (200, 300, and 400). Please also see *Volume 3 – Appendix B12 (Data Reports).* As this was the pilot administration, for the 200 and 300 level courses that utilized the 70 hour self-evaluation, just over half of students evaluated by instructors completed the self-assessment, 26/55 (200 level courses) and 34/56 (300 level courses). We anticipate increasing participation rates in the upcoming semester.

Competency Assessment Comparing Field Instructor Evaluation with Student Self-Evaluation by Course Level

Field Instructor Evaluation Data Utilized: (70-hour placement – SW226,227 & SW360,361) (Senior Field Evaluation (SW452)

Student Self-Evaluation Data Utilized: (70-hour placement – Self Evaluation SW226,227 & SW 360,361) (Senior Field Self-Evaluation (SW452)

* (Student Self-evaluations were implemented as a Pilot in SP14)

Academic Year (Sp 2014) – Spring 2014 Semester

Competency	200 Level SW226,SW227 Instructor Mean / N / %	200 Level SW226,SW227 Student Self-Eval Mean / N / %	300 Level SW360,SW361 Instructor Mean / N / %	300 Level SW360,SW361 Student Self-Eval Mean / N / %	452 Level SW452 Instructor Mean / N / %	452 Level SW452 Student Self-Eval Mean / N / %
2.1.1. (Identity)	3.77/55/96%	3.84/26/100%	3.80/56/95%	3.89/34/100%	3.58/35/97%	3.67/15/100%
2.1.2. (Ethics)	3.62/55/96%	3.86/26/100%	3.74/56/95%	3.88/34/97%	3.29/35/94%	3.35/15/100%
2.1.3. (Critical Thinking)	3.78/55/98%	3.83/26/100%	3.82/56/97%	3.85/34/100%	3.46/35/97%	3.22/15/97%
2.1.4. (Diversity)	3.75/55/96%	3.91/26/100%	3.79/56/95%	3.93/34/99%	3.47/35/100%	3.68/15/100%
2.1.5. (Social Justice)	3.69/55/96%	3.73/26/98%	3.44/56/90%	3.71/34/91%	3.29/35/91%	3.24/15/97%
2.1.6. (Research)	3.85/55/98%	3.82/26/198%	3.76/56/95%	3.79/34/96%	2.96/35/86%	3.07/15/97%
2.1.7. (HBSE)	N/A	3.92/26/100%	3.76/56/95%	3.93/34/96%	3.51/35/97%	3.57/15/100%
2.1.8. (Policy)	3.61/55/96%	3.54/26/100%	3.55/56/95%	3.56/34/91%	3.07/35/83%	3.33/15/100%
2.1.9. (Context)	3.61/55/96%	3.54/26/100%	3.55/56/95%	3.56/34/91%	3.21/35/91%	3.17/15/97%
2.1.10. (Engage…)	3.77/55/96%	3.86/26/99%	3.66/56/92%	3.92/34/98%	3.49/35/97%	3.4/15/97%

Results indicate general agreement between students and instructors on the student performance, as assessed by the cohort mean scores and percentage achieving benchmark. Of note, we anticipated that in the pre-major courses, students would overestimate their skills and performance, given their relatively limited exposure to the complexity of executing the practice behaviors in the field setting. This is evidenced in the student self-assessment scores being generally higher on all competencies at the 200 level.

Similarly, we anticipated that this might reverse as students began their major courses, delving more deeply into the content and skills necessary to practice in diverse field settings. Results indicate that students generally evaluated themselves lower than their field instructors across competencies at the 300 level. While not hugely different, these trends in differences between self-evaluation and field instructor evaluation provide important learning opportunities for the program. We intend to report these general findings to students each semester, such that they can have a growing awareness of how their immersion in program experiences broadens and deepens their understanding of and respect of demonstrating competency in the field setting. Additionally, trends noted in student self-report for the 400 level courses are addressed below.

Beyond a measure of knowledge, values and skills, translated as competencies / practice behaviors, these course level self-assessments emerge as a critical, recurrent venue for tracking student perceptions of experiences that lead to development on the practice behaviors. Similarly, they provide a mechanism for ensuring that students, course instructors, and field supervisors maintain a clear and continuous focus on creating field-based experiences where students can demonstrate competency on practice behaviors, even at the pre-senior field levels. Specific assessment foci and questions related to informing student and program decisions include the use of the 70 hour student self-assessments and comparing these with instructor assessments to motivate inquiry in the following areas:

- Quantitative assessment of designated Knowledge, Values, Skills and Abilities objectives translated as practice behaviors in each course across sections:
    - "Are students able to demonstrate proficiency on items designed to assess knowledge, values, skills and abilities objectives undergirding designated practice behaviors for the course?"
- Assess student self-awareness related to competency development over time – with specific focus on student recognition of field-based experiences contributing to their development and recurrent reassessment of their current functioning related to practice behaviors;
    - "Do students recognize and report learning on competencies / practice behaviors and its impact on their development as a professional social worker over time?"
    - "Do students report enhanced exposure to and practice of practice behaviors as created through field-based course experiences?"

These designated areas of inquiry will be discussed as part of the annual faculty review of competency / practice behavior outcomes for measures of proficiency at the pre-senior field levels.

B.4.0.1.B.6 c.3. Senior Field Learning Contract and Instructor Assessment of Student Demonstration of Competencies and Practice Behaviors in the Senior Field Placement

Field Learning Contract
(senior field semesters – 450,452)

Field Competency Evaluation
Field Instructor Evaluation of
Demonstrated Student Competencies
(senior field semesters – 450,452)

Field Learning Contract / Evaluation Procedures & Measures: Please *see Volume 3 – Appendices – Program Assessment Instruments* for copies of *Field Learning Contract & Evaluation Instruments* The Field Learning Contract and Evaluation tool serves as the primary means by which practice behaviors are planned for, practiced and later measured relative to designated benchmarks at the end of each senior field semester prior to a student's graduation.

The Field Learning Contract / Field Competency Evaluation are administered as an ongoing partnership between the student and Field Instructor, with oversight by the Field Education Coordinator. The instrument contains all operationalized practice behaviors for the Program, with numeric scoring of expected benchmarks identified for each semester of student training (2.5 by end of first semester senior field – SW 450; and 3.0 by the end of the second semester of senior field – SW 452.)

At the beginning of each semester, Field Instructors and Students jointly develop plans for activities to practice and later assess student mastery of all articulated practice behaviors, with independent student self- and Field Instructor- assessment on each recorded at the end of the semester (please see discussion below). The learning contract specifies specific tasks to be completed in the field setting during the designated semester that will serve as the means of evaluating the designated practice behaviors in that section. Both student and field instructor agree to this negotiated contract and later assess the student progress to date at the end of each semester. Qualitative items are also included on the instrument to allow for areas of strength and / or needed development and remedial plans to assure achievement of stated benchmarks prior to completion of senior field education.

All Field Learning Contract and Evaluation tools will ultimately be administered electronically via the planned new electronic assessment and portfolio system, and are currently submitted electronically through the existing SEPS database system. Field Instructors enter the evaluation data directly via an electronic link provided by the SEPS assessment team. The link is specific to the student being evaluated and submitted directly to the assessment office, minimizing data errors. Completed Field Learning Contract & Evaluations will be stored electronically in individual student portfolios within the new electronic assessment and portfolio system for utilization in the integrative capstone process and in student self-marketing with future employers.

Rationale for Use of Measures: Consistent with Field Education as the Signature Pedagogy under 2008 EPAS, the Field Learning Contract and Evaluation serves as the signature evaluation instrument for assessing the attainment of benchmarks across all practice behaviors for the program. Although students are evaluated in field experiences throughout their training in the program via the 70 hour experiential field-based practice evaluation, the Senior Field Evaluation is the final mechanism through which all skills developed through CCSU social work training are assessed directly via behaviors according to stated, operationalized benchmarks. Students self-assess (please see section *4.0.1.B.6 c.4.* for student self-assessment in senior field discussion below) and Field Instructors complete quantitative scores on each practice behavior compared to the stated benchmark for the semester as the ultimate assessment of success in demonstrating 2008 EPAS Competency standards.

Our methodology for and instruments for Field Learning Contract / Evaluation serve as the signature evaluation of competency demonstration and allow for data driven program processes that allow and promote:

- external review of student demonstration of practice behaviors across competencies
  - "Do students achieve or surpass expected practice behavior benchmarks?"
- program feedback on recurring areas of student preparation or lack thereof
  - "Do trends emerge in areas of student preparation?"

Implementation Experience: The 2008 EPAS compliant Field Learning Contract and Evaluation tools were implemented in Fall 2011. Preliminary versions of the instrument contained an extensive number of items, allowing for multiple measures of each practice behavior and each competency within the same semester on the same instrument. Although these in-depth evaluations produced copious data, they were seen as too cumbersome by many Field Instructors, based on feedback through individual communications and via the Field Instructor orientation meetings.

Through the Self-study process, we reviewed in detail each item of the evaluation, identifying those items that were asked more than once. These duplicate items were generally items that were related to the given practice behavior that were imported from previous versions of field evaluation forms or directly imported from the 70 hour evaluation. We retained only unique items and further identified those items that were a direct measure of the practice behaviors, eliminating triangulating items measuring the same practice behavior. This allowed us to streamline the instrument in response to the Field Instructors' feedback, and to re-focus the tool solely on measurement of the practice behaviors identified for the program with intentionally high face validity on all items. Due to the extensiveness of the assessment model, multiple measures of each practice behavior across semesters were utilized already, such that multiple measures of the same practice behavior within each instrument became unnecessary.

The revised Senior Field Contract & Evaluation was presented to field instructors for use in Fall, 2013, and was supported and implemented electronically for use in that same semester.

Results for Academic Years 2012-2013 and 2013-2014

Analysis of results across both academic years indicate the program is achieving the desired target of 80% of students at benchmark (3.0) or above by the completion of Senior Field (SW452) across all ten competencies. While this represents strong performance, some noted trends of a slight decrease in percentage of students achieving benchmark are noted between the 300 level courses and completion of senior field. We will be examining these data for potential implications in programming, training of assessors, and instrument validity.

Competency Assessment Outcomes with Percentage of Students Achieving Benchmarks in Field-Based Practice at the Course Level for each Academic Year

Field Instructor Evaluation Data Utilized: (70-hour placement – SW226,227,360,361) (Senior Field Evaluation (SW452)   **Academic Year (2012-2013)**

Competency	200 Level (SW226,SW227) Mean	Percentage Achieving Benchmark (2.0)	300 Level (SW360,SW361) Mean	Percentage Achieving Benchmark (2.5)	452 Level (SW452) Mean	Percentage Achieving Benchmark (3.0)
2.1.1. (Identity)	3.74	97%	3.79	98%	3.70	96%
2.1.2. (Ethics)	3.73	95%	3.80	97%	3.71	93%
2.1.3. (Critical Thinking)	3.76	97%	3.81	98%	3.57	93%
2.1.4. (Diversity)	3.76	96%	3.81	97%	3.65	94%
2.1.5. (Social Justice)	3.40	91%	3.47	92%	3.64	85%
2.1.6. (Research)	3.83	96%	3.84	98%	3.59	**90%**
2.1.7. (HBSE)	N/A	N/A	3.76	97%	3.63	96%
2.1.8. (Policy)	3.54	96%	3.48	93%	3.53	88%
2.1.9. (Context)	3.54	96%	3.48	93%	3.71	94%
2.1.10. (Engage…)	3.70	94%	3.69	95%	3.69	**97%**

Academic Year (2013-2014)

Competency	200 Level (SW226,SW227) Mean	Percentage Achieving Benchmark (2.0)	300 Level (SW360,SW361) Mean	Percentage Achieving Benchmark (2.5)	452 Level (SW452) Mean	Percentage Achieving Benchmark (3.0)
2.1.1. (Identity)	3.77	96%	3.80	95%	3.61	97%
2.1.2. (Ethics)	3.62	96%	3.74	95%	3.34	95%
2.1.3. (Critical Thinking)	3.78	98%	3.82	97%	3.46	97%
2.1.4. (Diversity)	3.75	96%	3.79	95%	3.51	97%
2.1.5. (Social Justice)	3.69	96%	3.44	90%	3.33	92%
2.1.6. (Research)	3.85	98%	3.76	95%	3.0	80%
2.1.7. (HBSE)	3.40	93%	3.76	95%	3.51	95%
2.1.8. (Policy)	3.61	96%	3.55	95%	3.10	82%
2.1.9. (Context)	3.61	96%	3.55	95%	3.22	82%
2.1.10. (Engage…)	3.77	96%	3.66	92%	3.51	96%

For example, for competency 2.1.6., research, the percentage of students achieving the designated benchmarks in senior field declines from previous measures at the 300 level (98%-90% in 2012-2013 and 95%-80%). Numerous factors relative to measurement may be influencing these findings, including the different evaluation tools utilized between 300 level courses (70 hours experiential assessment) and the senior field instrument. We further want to explore the ways research is conceptualized by field instructors at both levels, assuring there is a consideration of the conceptual modeling components in addition to participation in tradition research study work. Finally, these trends will be monitored over time to also identify any cohort specific trends. Ongoing and frequent communication with field instructors will also prove invaluable as we explore how these trends manifest in the field setting, if at all, or how field instructors identify possible factors in the decline.

B.4.0.1.B.6 c.4. Student Self-Evaluation of Demonstrated Competency in the Senior Field Placement
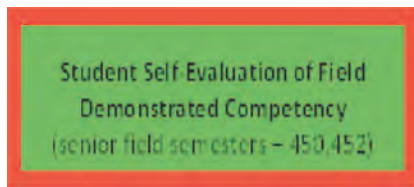
Procedures & Measures: As part of the self-study process, discussion and analysis of field-based evaluation data for the senior field courses prompted the addition of formal student self-assessment on the senior field measures, just as it did for the 70-hour field-based measures. These were historically only evaluated by the field supervisor. This addition was based on a desire to monitor student self-reflection and self-awareness competency over time and compare their changes in this capacity prior to graduation.

Piloted electronically in Spring, 2014 all students complete the Senior Field Self-evaluation as an ungraded part of the course across both semesters of senior field (SW450 & 452). Self-assessment of current ability on each behavior is completed using the student version of the same survey senior field supervisors complete. While some senior field supervisors traditionally had students self-evaluate as part of the semester ending, this was not universally done. Please see *Volume 3 – Appendices A9 (Instrument) and B9 (Reports).*

Self-assessment allows students to reflect upon their performance in the field and engage in rich dialogue with the field supervisor during the evaluation time. With full implementation of the electronic system, student data will be stored in individual student portfolios to link data from each repeat administration. Additionally, these date will be included in the Program database, amenable to multiple queries, including comparative statistical analysis of the student self-evaluation with senior field supervisor evaluation.

Rationale for Use of Measures: Repetition of the self-assessment process across the four courses that include 70 hour placements, as well as the senior field courses allows for multiple measures and comparisons. These include a trajectory of self-assessment and self-assessment as compared to field instructor assessment at the individual student level, as well as the cohort level. These

comparisons will also help inform our assessment of student experiences practicing practice behaviors to assess degree to which coursework and field-based experiences are providing experiential learning opportunities that students link with development on the practice behaviors. Specific questions related to informing student and program decisions include the following areas:

- Allow developmental assessment over time (student): Questions to be addressed by the data:
  - o "Do students identify core competencies / practice behaviors needed for social work more accurately over time?;"
  - o "Do students demonstrate developmental progress as self-assessed on practice behaviors?;"
- Assess course provision of experiences on practice behaviors
  - o "Do courses provide students field-based practice experiences related to practice behaviors?"
- Inform student capacity for self-assessment (process as content in practice behaviors)
  - – "Do students demonstrate increased capacity for self-assessment?"

Implementation Experience / Results to Date: Senior Field Student Self-Assessments were administered electronically as a pilot in Spring, 2014 semester. As this was a pilot, there is no comparison data at this point. However, results of the initial administration are presented below, including means, N and % self-assessing as meeting benchmark. Further, student self-assessment data are presented alongside instructor evaluation for each of the course levels (200, 300, and 400). As this was the pilot administration, just over half of the senior field students evaluated by instructors completed the self-assessment, 15/35 (in SW 452). We anticipate increasing participation rates in the upcoming semesters, as students' awareness of and experience with completion of the self-assessments as an ongoing and important aspect of their learning is increased.

Competency Assessment Comparing Field Instructor Evaluation with Student Self-Evaluation by Course Level

Field Instructor Evaluation Data Utilized: (70-hour placement – SW226,227 & SW360,361) (Senior Field Evaluation (SW452)

Student Self-Evaluation Data Utilized: (70-hour placement – Self Evaluation SW226,22 & SW 360,361) (Senior Field Self Evaluation (SW452)

* *(Student Self-evaluations were implemented as a Pilot in SP14)*

Academic Year (SP 2014) – Spring 2014 Semester

Competency	200 Level SW226,SW227 Instructor Mean / N / %	200 Level SW226,SW227 Student Self-Eval Mean / N / %	300 Level SW360,SW361 Instructor Mean / N / %	300 Level SW360,SW361 Student Self-Eval Mean / N / %	452 Level SW452 Instructor Mean / N / %	452 Level SW452 Student Self-Eval Mean / N / %
2.1.1. (Identity)	3.77/55/96%	3.84/26/100%	3.80/56/95%	3.89/34/100%	3.58/35/97%	3.67/15/100%
2.1.2. (Ethics)	3.62/55/96%	3.86/26/100%	3.74/56/95%	3.88/34/97%	3.29/35/94%	3.35/15/100%
2.1.3. (Critical Thinking)	3.78/55/98%	3.83/26/100%	3.82/56/97%	3.85/34/100%	3.46/35/97%	3.22/15/97%
2.1.4. (Diversity)	3.75/55/96%	3.91/26/100%	3.79/56/95%	3.93/34/99%	3.47/35/100%	3.68/15/100%
2.1.5. (Social Justice)	3.69/55/96%	3.73/26/98%	3.44/56/90%	3.71/34/91%	3.29/35/91%	3.24/15/97%
2.1.6. (Research)	3.85/55/98%	3.82/26/198%	3.76/56/95%	3.79/34/96%	2.96/35/86%	3.07/15/97%
2.1.7. (HBSE)	N/A	3.92/26/100%	3.76/56/95%	3.93/34/96%	3.51/35/97%	3.57/15/100%
2.1.8. (Policy)	3.61/55/96%	3.54/26/100%	3.55/56/95%	3.56/34/91%	3.07/35/83%	3.33/15/100%
2.1.9. (Context)	3.61/55/96%	3.54/26/100%	3.55/56/95%	3.56/34/91%	3.21/35/91%	3.17/15/97%
2.1.10. (Engage...)	3.77/55/96%	3.86/26/99%	3.66/56/92%	3.92/34/98%	3.49/35/97%	3.4/15/97%

Results indicate general agreement between students and instructors on the student performance, as assessed by the cohort mean scores and percentage achieving benchmark. Of note, we anticipated that in the senior field courses, students would demonstrate the most congruence with instructor evaluations relative to any previous variance in the 200 and 300 level measures. We see these self-evaluations as an important measure of self-reflection and self-awareness, both skills that increase over time through training. Please see *Volume 3 – Appendix B12 – Comparative Report.*

While not hugely different, these trends in differences between self-evaluation and field instructor evaluation provide important learning opportunities for the program. We intend to report these general findings to students each semester, such that they can have a growing awareness of how their immersion in program experiences broadens and deepens their understanding of and respect of demonstrating competency in the field setting.

Additionally, trends noted in student self-report for the 400 level courses show very similar ratings between students for themselves and by their field instructors. The one noted exception

in on Competency 2.1.6. Research. As discussed in other areas of this narrative, we see these data as illuminating of a larger issue related to how research is both taught and assessed within the program courses and within the field settings.

Demonstrating an important strength of our conceptual model, the triangulation of data on competency 2.1.6 informs a more comprehensive view of needed exploration in the research area across all facets of the program. While students are achieving the benchmark at or above the program's intended target, several indicators reveal our students demonstrate less stability on this competency than on the others. Without several measures assessing this competency over several times of administration in the program, these observations would be imperceptible. We now have the opportunity to explore these findings in depth at our upcoming August 2014 review of data, allowing for rich discussion and possible curricular modifications.

B.4.0.1.B.6 d. Community-Based / Stakeholder Assessments

B.4.0.1.B.6 d.1. Field Instructor Assessment of Practice Behavior Experiences Available within the Field Placement

Field Instructor Survey
To assess competency, practice opportunities and inform field office assignment of students
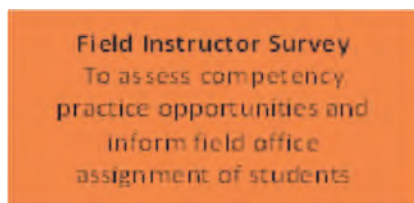
As part of the Self-study we reviewed all of the current senior field placement procedures, as discussed in Chapter 2. Our intent was to add to our assessment model additional sources of data to better inform the Field Coordinator and collaborating faculty during the student to field site matching process. With increased specificity and coherence in our assessment model, we recognized the opportunity to identify ever-enhanced ways to provide senior field students with a customized senior field internship experience. While it remains our standard that all field sites provide opportunities to practice all of the competencies, for students demonstrating concerning performance on various competencies, we wanted to have an up to date way each year to match students to site with greatest opportunities to practice in the students' needed areas.

As such, we added the Field Instructor Survey for current field instructors to assess each year the frequency of practice opportunities within their respective settings *Volume 3 – Appendices – A10 (Instrument) and B9 (Data Reports).* We chose the annual completion as often supervisor responsibilities within agencies and the kinds of practice experiences available to students can change based on agency shifts and / or needs. In Fall, 2013 and Spring 2014, Field Instructors at 34 of the existing field sites were sent the instrument. 32 / 34 completed the instrument fully, resulting in a completion rate of 94%. (Please see *Volume 3 – Appendix B9* for a table of results by field site).

Based on anecdotal feedback from participating field instructors and the high quality of data completion, we adopted a plan to implement this survey as an annual experience to assure up to date data for all field sites and that data will be available on new field sites as they are added.

The Field Coordinator systematically reviews Field Learning Contracts, in collaboration with Senior Seminar Faculty, annually to articulate practice behavior practice opportunities at each site. Establishment of an annually updated database / matrix demonstrating "strength" and "prevalence" of practice opportunities at each site was initiated in Spring 2014. This database will stay current each academic year with planned updates annually each Spring semester thereafter for accuracy / additional sites. The database will be maintained by the Field Coordinator and include all BSW Senior Field Placement sites. The Field Site Practice Opportunities Database will allow: assessment to ensure all sites provide practice opportunities on all practice behaviors; matching of student placement into field sites strong in needed practice experiences to address student identified areas of need, as described above.

Results of the 2013-2014 Academic Year

Fall 2013 / Spring 2014 Field Instructor Rating of Opportunities to Practice Specific Competencies within their Field Placement Setting / Roles

Rating on how often students placed within that setting have specific opportunities to practice the behaviors associated with the competency - Based on scale of 1 (never) to 10 (every day).

Completion rate: 32/34 (94%)

Competency	Mean / N=32 Field Sites
2.1.1. (Identity)	9.58
2.1.2. (Ethics)	9.00
2.1.3. (Critical Thinking)	9.15
2.1.4. (Diversity)	8.94
2.1.5. (Social Justice)	7.06
2.1.6. (Research)	6.78
2.1.7. (HBSE)	9.03
2.1.8. (Policy)	6.82
2.1.9. (Contexts)	7.79
2.1.10. (Engage...All)	9.03

The pilot academic year results provide a good baseline description of existing field practice opportunities. Results indicate that each participating field site does provide opportunities to practice the behaviors associated with each competency at the frequency of at least half of the total time students are in placement, as represented by the minimum frequency mean of 6.82 for competency 2.1.6 (Research), with 1 = "Never" and 10 = "Every day" opportunity to practice. We will monitor changes in these frequency means over time, as well as utilize the data to guide Field Coordinator placement of students. Current data indicate very high frequency to practice

across the competencies overall. We will continue to work with Field Sites via the Field Coordinator site visits and Field Instructor Orientation and Training to strengthen the representation of all practice behaviors / competencies practice opportunities across all sites.

Finally, upon full implementation of the new electronic assessment and portfolio system, we will integrate these findings with individual student assessment results from the 200 level and 300 level courses, utilizing the field placement assistance software. It is anticipated that access to this will likely take at least two additional years while the University, SEPS and the SW department transition to the system. At that time, we intend to add students' evaluation of the practice opportunities they experienced within the setting, allowing comparative analysis of the field instructor report of frequencies to practice each competency with the student lived experience while in that setting. All of this data will allow us to continue to tailor student placements and to inform training and orientation for field instructors.

B.4.0.1.B.6 d.2. Alumni Survey and Feedback on Curriculum, Program, and Skills Needed in Current Practice

Alumni Survey
for Curriculum Feedback and
Assessment of Community
Need for Curricula Evaluation
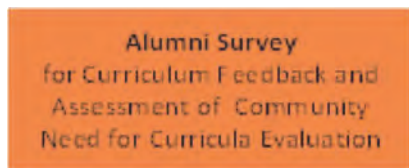
As part of the Assessment Task Force Summer 2013 work, we identified the need for a revised contact form and feedback with CCSU Alumni. Specifically, we wanted to get quantitative data on various aspects of the program, such as whether they would recommend the CCSU social work program (as a measure of satisfaction) and information on the program's contribution to their preparedness for: lifelong learning, practice with diverse client systems and populations at risk; and, demonstrating proficiency on all ten CSWE competencies.

While these were seen as important alumni data items, we emphasized more strongly the need for specific qualitative content feedback from alumni on specific aspects of CCSU training that were especially helpful for them in transitioning to professional practice; what they've learned post-graduation that they recommend including or enhancing in the program curriculum and what specific skills and knowledge are currently needed or will be needed in the near future based on their professional practice. We identified these foci as most potentially beneficial in using data to inform programming decisions, with specific interest in fostering these community-based observations from practicing social work alumni.

Finally, although CCSU has had an active Alumni Committee in the past, we identified the need to reinvigorate alumni outreach efforts and involvement in the school. Further, based upon the regional nature of the University and that most graduate of CCSU stay in CT upon graduation, we identified the opportunity to develop a formal mentoring network for students. In order to generate data to inform what alumni would find helpful in terms of training, networking opportunities, etc., we included items on the alumni survey specifically targeting their areas of

interest relative to how the CCSU social work program could contribute to their lifelong professional development.

In conjunction with the Alumni Committee, we developed an Alumni Survey and piloted it electronically in August, 2013. (Please see a copy of the *Alumni Survey Instrument* in *Volume 3 – Appendix A11* and *Volume 3 - Appendix B10* for *Alumni Survey Qualitative Results*.)
Results of Alumni Survey 2013-2014

Alumni feedback on the qualitative items of the survey contained great specificity and ideas to strengthen curriculum offerings. (Please see verbatim results of Alumni Survey in *Volume 3 – Appendix B10).* Categories were recurrent across survey items, with clear patterns in the feedback emerging. All responses were content analyzed and coded for interpretation of results. Primary categories of feedback are represented in the chart below, with specific ideas that were noted as recurrent in the data. Please Summary Chart on the following page.

Feedback from Alumni Survey August, 2013 – Organized by Thematic Content, Specific Ideas and Program Response / Intended Response

| Content Area Recognized by Alumni	Ideas for Enhancing Curriculum or Programming	Notes on Plans to Address / Current Activities
Enhance Clinical Practice Training In Curriculum		
	Focused training on DSM	Mental Health & Addictions Elective to be offered Fall 2014 integrating DSM V
	More Role Play of Group Therapy Experiences	Experiential groups class – SW 361 – clinical laboratory (Adam)
	Practice on Clinical Case Notes	Enhancement in SW 360
	School social work practice specializations	Plan to Include in Faculty Review – August / September, 2014.
	Interdisciplinary teams practice	Enhancement in SW 436 – Interdisciplinary Team Work – Health; Mental Health & Addictions Elective Fall, 2014
	Gender specialization in clinical work	Plan to Include in Faculty Review – August / September, 2014.
Teach Ways to Care for Social Worker as a Person		
	Social Worker self-care / burnout prevention	Enhancement in SW 436 – Self Care in class activity & Individual Project
Expand Curriculum Address of Specific Macro Practice Skills		
	Immigration issues	Electives Offered Spring 14 – "Immigration Issues" and "SW Practice with Latinos"
	Community Organizing	Plan to Include in Faculty Review – August / September, 2014.
	Grant Writing	Addition to SW 436 Health Elective – Group Project
	Advocacy	Plan to Include in Faculty Review – August / September, 2014.
Develop Resources for Support Key Student Transitions		
	Potential Employer Contacts	Discuss at Alumni Committee Sponsored Alumni Event June, 2014
	Job Placement assistance resources	Discuss at Alumni Committee Event June, 2014 Discuss at Alumni Committee Sponsored Alumni Event June, 2014
	Support for becoming a professional in the "real world"	Discuss at Alumni Committee Sponsored Alumni Event June, 2014
	Create network for community connections	Discuss at Alumni Committee Sponsored Alumni Event June, 2014
Promote Alumni Involvement		
	Engage alumni through training and special events	Alumni Committee Work & June, 2014 Alumni Event
	Develop networking opportunities between alumni and graduating students	Alumni Committee Work & June, 2014 Alumni Event
	Mentoring projects	Alumni Committee Work & June, 2014 Alumni Event

Alumni feedback will continue to be utilized in faculty programming discussions. Specifically, faculty will be provided with specific alumni recommendations to be addressed in the August / September 2014 Faculty Review of Program Data. Curricular recommendations will be considered via review of course projects and experiences related to the recommended items.

Information gathered from the June, 2014 Alumni Event will also be reviewed. The Alumni Committee will synthesize all data, recorded observations, and alumni recommendations from the Alumni Event. The Alumni Committee will provide a report of data and recommendations to Faculty for consideration in Fall, 2014.

Based on these reviews, faculty will plan for alumni events to address recommendations in collaboration with the Alumni Committee. Additionally, pending results of Alumni Committee recommendations, we intend to implement the electronic Alumni Survey annually via email link to all graduating seniors and alumni.

B.4.0.1.B.6 e. Cohort-based Assessments

B.4.0.1.B.6 e.1. Incoming Student Cohort Orientation Meeting
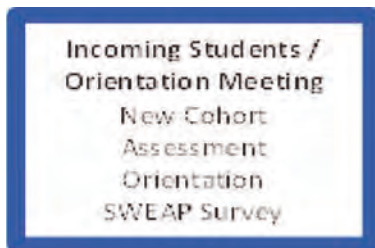
Assessment Orientation / Incoming Students Cohort Meetings: The designated faculty Director of Assessment and Evaluation will work with the Department Chair and staff to conduct assessment orientation meetings. The orientation meetings will be conducted with each incoming cohort of students new to the social work Department **each semester**.   This schedule is in place to accommodate the rolling admissions policy.

The orientation will serve as the students' introduction to the overall conceptual model for competency assessment. In addition, orientation will: initiate student self-reflection as an expectation throughout program matriculation; provide a cohort platform for administration of the SWEAP; provide coherent and consistent information regarding assessment expectations in course and field-based settings; introduce the social work dispositions and explain how professors will be assessing these throughout training; initiate student work on the application to the major portfolio and clarify all student questions related to how these will be assessed; and, invite and address all students questions regarding assessment

Implementation and Results to date:

Historically, orientation information was shared in the SW 226 and SW 227 classes. We modified this process due to increasing enrollment, number of transfer students, and the increased complexity of the Program's assessment model.   As the overall emphasis shifted to

integrating assessments as part of the overall training intervention, we identified orientation sessions as a more structured way to teach students how they are involved in the assessment process and the integral nature of this to their overall professional development. As such, all incoming students will now be required to attend one of two Assessment Orientation meetings offered in their beginning semester of work within the SW department.

The program began administering the BEAP in Fall, 2011. Students are asked to complete the entrance instrument as they are admitted to the major and complete the exit instrument during class time in their last semester prior to graduation. Incoming students receive a group email notifying them of date and time for administration and if they do not attend, individual appointments are scheduled. To date, individual cohort cumulative program reports have been collected for entrance and exit over time, encompassing Fall 2011 through Fall, 2013.

Cumulative results Fall, 2011 – Fall 2013 indicate: upon entrance to the program (N=115), CCSU students' average score is 33.5, compared to the national mean of 31.3; and, upon exit of the program (N=85) students' average score is 35.9, compared to the national mean of 40.6. To date, these BEAP data have not been consistently utilized or interpreted by the program faculty. With the modifications to the SWEAP program and reports aligning with the EPAS standards we will be including the subsequent SWEAP reports in our annual review of program data (please see discussion below). Via the new assessment model, we will be reviewing individual curricular area SWEAP scores as well as the EPAS summary scores and integrating these findings in the overall assessment of the cohort performance.

Additionally, it is believed that the addition of the formal orientation session will improve participation and completion rates on the SWEAP, as well as provide rich student questions and feedback on the assessment plan. These data quality improvements will empower more meaningful interpretation of results.

B.4.0.1.B.6 e.2. Graduating Cohort Focus Group and Program Exit Feedback
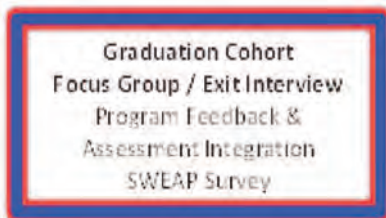
Exit Interview / Graduation Cohort Focus Groups Meetings: The Department Chair and collaborating faculty will conduct assessment exit interviews via a required graduation cohort focus group. Students are required to participate in one of two Graduation Cohort Focus Group Meetings for the purposes of an exit interview. These meetings will maximize opportunity for student feedback to the program and their integration of the assessment process as a whole prior to graduation. Students will be encouraged to give feedback on both the implicit and explicit curricula, as well as recommendations for ongoing program evolution and alumni activities in which to engage. Finally, students will complete the Exit SWEAP Instrument during the meeting.

In order to assess the students' experience of their social work training, implicit and explicit curricula, and ideas on program improvement areas needed or envisioned, a Program Exit Focus Group will be conducted beginning December 2014. Implicit curriculum areas to be addressed in the focus group include: demonstrated support and promotion of difference and diversity; quality of interchange throughout program / spirit of inquiry; quality & impact of student development, support & mentoring; level of fostered student participation; faculty preparedness, educational leadership & scholarship; administrative organization and communication; assessment processes; and, faculty & staff modeling of the social work competencies.   These areas of foci correspond with the quantitative implicit curriculum survey initiated in Fall 2013 (please see section B.*4.0.1.B.6 b.3. Couse-based Implicit Curriculum Assessment*). A focused discussion will promote detailed student input on how to continue to improve the learning environment. All content areas will be recorded without identifying labels and included in the data packet for faculty review and discussion at the annual data Integration / Feedback Retreat. Areas addressing students' general satisfaction with the Program include: recommendations for program improvement; perceived overall strengths of the program; and, process of self-assessment on competency development and training experience. Results will be used to further refine program methodology and inform policy and processes related to implicit curriculum, with systematic review and integration of findings planned according to the data analysis plan presented below.

Overall, this area of our program assessment model will assess student satisfaction with training experience and lead to informed interpretation of this following questions: "Are students satisfied with their training experience?;" "What strengths do students note and what recommendations do they have to improve social work training at CCSU?" In order to inform implicit curriculum review and modification, results will address the fundamental question, "Do students experience a learning environment at CCSU that is conducive to becoming a competent professional social worker?"

Implementation and Results to date:

Historically, student feedback prior to graduation was solicited informally as part of the Senior Celebration Dinner. While important student comments were passed from faculty to faculty, the process was not systematic and student participation levels varied from none at all to minimal constructive feedback.

As part of the Self-study process, we separated the two functions, reserving the Senior Celebration Dinner to solely acknowledge and celebrate the efforts and accomplishments of the students. Beginning in Spring, 2014, this dinner included faculty feedback to and affirmations of students, but not specific solicitation of program satisfaction data or other feedback. Students anecdotally reported enhanced enjoyment of the event, as did faculty.

For the 2014 pilot of this process focus group process planned for December, 2014, we anticipate student feedback on the transition to the new assessment model and all of the revised assessment processes and instruments, as well as multiple changes that were made to accomplish this. Preliminary feedback from students is that there are positive and challenging experiences of these changes. Anecdotally, students report relief in response to streamlined assessment instruments and clarified processes. They further report a growing need to understand how all of these changes work together to enhance and support their training.

We anticipate observing a shift in data from students graduating prior to the initiation of the orientation sessions described above to those graduating after its implementation in Fall 2014, as the context and purpose of assessment will be so explicitly addressed. Further, students will begin to get more specific feedback on their own individual performance via the implementation of the electronic portfolio system, likely decreasing dissatisfaction with the current laborious paper portfolio processes. Students indicate that the assembly process for the extensive portfolios at multiple stages in the program requires significant time that could be spent on interpreting their own development and performance. Results of these focus group discussions will be included in the annual faculty retreat discussions beginning in August, 2015 for students graduating in December 2014 and May 2015.

B.4.0.1.B.6 f. Program Level Review Processes within the Assessment Model

B.4.0.1.B.6 f.1. Implementing Program Level Review Portions of Assessment Model

The Department Chair will assure the integrity of the Assessment model's full implementation and the meaningful use of resultant data to inform faculty deliberation, planning for process and curricular changes, and decisions to modify the program. In working partnership with Associate Dean, Dr. Mel Horton, who oversees all assessment and evaluation efforts within the School of Education and Professional Studies (which houses the Social Work Department), the Department Chair will oversee all aspects of assessment implementation, reporting, data integration and presentation for faculty and appropriate stakeholders. This will include, but not be limited to: assuring all required data accountability, public display of performance outcomes, and reporting requirements by CSWE will be met in a timely and consistent fashion. Further, the Department Chair will assure that the Program's assessment results are shared with University departments such that ongoing advocacy for student and faculty resources can be supported through data on student performance and experience within the program.

This will include but not be limited to assuring successful administration of all of the following assessments / evaluation processes:

1. **Student self-assessments**
   i. upon program entry (assessment orientation)
   ii. upon completion of 70 hour field placements
   iii. end of each semester of senior field
   iv. program graduation (graduation cohort exit interview / focus group)
2. **Faculty review**
   a. Student Portfolio for application to major
   b. Student portfolio for application to field
3. **Student feedback to the program**
   a. Mid-semester implicit curriculum survey
   b. End of course evaluation
   c. Exit interview / focus group prior to graduation
4. **Field Evaluations**
   a. 70-hour field placements (SW 226, SW 227, SW 360, SW 361)
   b. Senior field placements learning contract (SW 450, SW 452)
   c. Senior field placement evaluation (SW 450, SW 452)
   d. Field Instructor Placement Assessment Inventory (annual)
5. **Alumni Survey**

      a. Annual feedback survey from alumni
6. **Program Level Review Processes**
      a. Syllabus Audit (annual)
      b. Implicit Curriculum Feedback Review (annual)
      c. Competency Evaluation Outcomes Review (annual)
          i. 70 hour evaluation results
          ii. Senior field evaluation results
          iii. Instructor feedback from course assignments
          iv. Student self-assessments
          v. Field Site Inventory review (annual)

The Department Chair will assure that:

1. assessments are up to date and implemented in a timely manner;
2. data are analyzed and interpreted relative to their purpose in program evaluation / student assessment;
3. data are assembled into a usable report for faculty consideration;
4. data are presented and with recommendations for data-based program revision;
5. all required CSWE data reports are filed and updated findings are posted according to current protocol
6. annual updates and significant findings are recorded toward all accreditation requirements involving assessment and evaluation
7. program assessment orientation groups and program graduation cohort exit interview / focus groups are conducted and data are transcribed and reported

B.4.0.1.B.6 f.2. Syllabus Audit
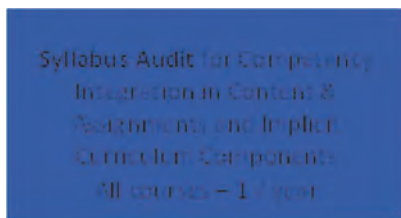
Syllabus Audit: Each year, staff will conduct a syllabus audit assuring all syllabi are compliant with the existing program protocol and expectations. All findings will be recorded on the syllabus audit review sheet for each course and results will be reported to the Chair and program faculty for review. All deficiencies and / or limitations relative to the audit will be addressed prior to the beginning of the next academic year. (Please see *Syllabus Audit Review Form* inserted below.)

Implementation and Results to Date:

As part of the Self-Study process, the Assessment Task Force reviewed EPAS standards for explicit and implicit curricula, University and SEPS protocol, as well as Departmental standards. Integration of each of these separate measures of excellence for the syllabi resulted in the development of a comprehensive checklist for course master syllabi. We translated that outline

in to a review sheet for use in auditing syllabi. The review sheet contains the following information:

Syllabus Audit Review Form

Master Syllabus Review - Course: _____ Date of Review:_____

Need to review systematically by the checklist below. Note on each syllabus if information is complete and up to date for each of the outline items.

Syllabus Audit Outline

I.   Course Title – Semester
II.   Instructor / Contact Info
III.   University / School Policies to Support the Implicit Curriculum
      a. EEOC policy
      b. Disability Policy / course accommodations
      c. Sexual misconduct policy
      d. Policy on Academic Honesty
IV.   University / School Resources to Support Implicit Curriculum
V.   Department Mission
VI.   Departmental Goals
VII.   Generalist Social Work Practice
VIII.   Social Work Professionalism
      a. Dispositions
IX.   CSWE Overview
X.   Listing of complete set of competencies
XI.   Concept Map with appropriate course number
XII.   Course Description
XIII.   Competencies met by the course – matrix
XIV.   Course Procedures & Requirements
XV.   Grading Criteria
XVI.   Required Texts / Materials
XVII.   Course Calendar
XVIII. Course Outline
XIX.   Description of Assignments
XX.   Student Acknowledgement Signature Page
   - On the Last page of every syllabus: – student signature page acknowledging overview of: all key policies (EEOC, Disability, Sexual Misconduct, Academic Honesty); University Resources – support student learning; Professional Standards Expectations; Expected Development on the Social Work Competencies; Evaluation Expectations – assignments and course due dates;

For the Self-study, the program's administrative assistant and the Program Chair independently review syllabi according to this checklist, making all needed revisions to master syllabi. The complete set of syllabi is included in (*Volume 2 - Syllabi*). This process will ensure an annual review and updating of syllabi and provides a mechanism for comprehensive address of changes across courses as they arise.

4.0.1.B.6 f.3. Systematic Review of Implicit Curriculum Feedback – All Sources

Implicit Curriculum Feedback
Review Individual courses and
program overall 1 / year
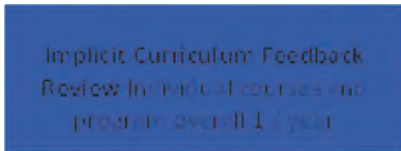
Implicit Curriculum Feedback Review: Several measures of implicit curriculum feedback are informed by the Assessment Model, as described above. In addition to the implicit curriculum mid-semester survey of quantitative and qualitative student feedback, the added graduation cohort exit focus group will provide detailed information on student experience of the learning environment.

Each faculty member will receive summarized quantitative results and verbatim qualitative results of the course-level implicit curriculum survey each semester for use in modification of the learning environment. This review is an expectation of each faculty member and discussions with the Chair and at faculty meetings will reinforce this. Similarly, review of the summarized course-level implicit curriculum data and Program Exit focus group data will be included in the Department Chair's Summer Annual Report as well as the faculty's annual Data Review and Integration Retreat, as described below. Faculty will together explore how the feedback on the learning environment can be utilized to strengthen the program's capacity to develop competent social workers in an environment that cultivates difference and diversity, while supporting a spirit of inquiry and mentorship.

Results of this review process and associated program and / or policy changes will be included in the summary of the annual retreat process.

4.0.1.B.6 f.4. Systematic Review of Competency Performance Outcomes – All Sources

Competency Evaluation
Outcomes Review Individual
Courses and Program Overall
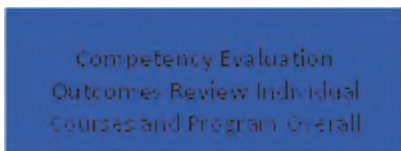
Competency Evaluation Outcomes Review: Competency evaluation measures are in place for every course and all six semesters of student field-based experience. The Assessment Model, as described above, sets forth specific benchmarks for pre-major, majors and graduating seniors, and analyses include multiple course level (200, 300 and 400 level) data (Please see *Volume 3 – Appendix B11 Data Reports and Form AS4*). Similarly, student self-evaluation is compared to field instructor evaluation throughout all field experiences. These measures of student competency are combined with course level assignment outcomes, as well as the rubric-based faculty-assessment of student competencies in application-based portfolio reviews multiples times across the program.

In order to assure utilization of these data for program evolution and modification, a formal competency evaluations outcome review will take place annually as part of the faculty retreat in August. Each faculty member will receive summarized quantitative results course-level and

field-based results for each semester being reviewed. Additionally, trend reports will be generate as part of the Chair's annual Department Report and will be utilized for faculty synthesis of competency assessment outcomes.

This review is an expectation of each faculty member. Faculty will together explore how the data on student competency assessment can be utilized to strengthen the program's capacity to develop competent social workers. This review will also provide an important venue for individual faculty to discuss student performance on course assignments relative to the larger context of competency assessment data for the program overall. Faculty will also use this review to assure that program instruments are modified as needed in pursuit of ever increasing reliability and validity of competency assessment over time.

Results of this review process and associated program and / or policy changes will be included in the summary of the annual retreat process.

B.4.0.1.B.6 f.5. Systematic Review of Field Site Practice Opportunities
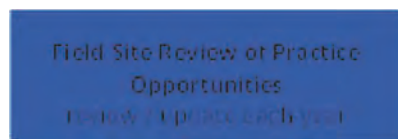
The Field Coordinator, in collaboration with Senior Seminar Faculty, systematically reviews Field Learning Contracts annually to articulate practice behavior and practice opportunities at each site. Establishment of an annually updated database / matrix demonstrating "strength" and "prevalence" of practice opportunities at each site was initiated in Spring 2014. This database will stay current each academic year with planned updates annually each Spring semester thereafter for accuracy / additional sites. The database will be maintained by the Field Coordinator and include all BSW Senior Field Placement sites. The Field Site Practice Opportunities Database will allow: assessment to ensure all sites provide practice opportunities on all practice behaviors; matching of student placement into field sites strong in needed practice experiences to address student identified areas of need, as described above.

Summary of CCSU Comprehensive Assessment Model: Graduation of Competent BSW Social Workers from CCSU The express purpose of the CCSU Competency Assessment Model is to ensure and document the graduation of competent BSW social workers, as defined by local, state, national & global community Needs and CSWE. Definitions and monitoring of these multi-level "Needs" includes ongoing monitoring and assessment of: local and state needs assessments; alumni surveys (please see Section B.*4.0.1.B.6 d.2. Alumni Survey and Feedback on Curriculum, Program, and Skills Needed in Current Practice*); and ongoing review of economic, socio-political contexts at the local, state, national, and global community levels. In addition, the model clearly and consistently focuses on assuring graduation of competent social workers, as defined by the Council on Social Work Education, specifically built around the centrality of 2008 EPAS and assuring ongoing compliance excellence.

Table 2D – Volume 1 presents the courses and multiple measures that CCSU is using to assess the attainment of benchmarks on each of the program's competencies. As the Table 2 indicates, and the above narrative describes in detail, each of the professional competencies is included in multiple areas of the comprehensive assessment model, along with each competency's associated practice behaviors. Instruments have been developed and are implemented assessing all components of the model, as described, with data presented for multiple academic years.

In addition, every practice behavior is benchmarked, that is, it has been operationalized in terms of one or more specific, observable and measurable behaviors that will constitute evidence to a member of the faculty and/or one or more of the Program's field supervisors that a student has met the program's expectation in terms of demonstrating that practice behavior.

Over the course of every student's enrollment in the CCSU Program, he or she will be expected to demonstrate mastery of all 10 competencies and their associated practice behaviors. The benchmarks included on these assessment plans represent our program's efforts to translate CSWE's 2008 EPAS competencies and practice behaviors into a set of specific behavioral benchmarks that represent a beginning level of professional social work competence.

This is a dynamic effort: the current practice behavior benchmarks provided are intended to be exemplary, rather than exhaustive or prescriptive. As results of our first several years of practice and assessment under the Competency Assessment Model are fully analyzed and integrated, modifications in procedures and benchmarks will likely emerge. All modification to the Assessment Plan will be recorded and significant changes will be reported to CSWE relative to implementation, measurement, or outcomes.

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

As presented above throughout Section B.*4.0.1.B.6. above,* data results are provided for each area of the assessment model, along with rationale, procedures, implementation experiences, and interpretation of results. In addition, all data are also appended in Volume 3 – Appended Program Data Sections.

Below, the completed CSWE Forms are submitted, noting the percentage of students achieving the benchmark on each competency by the completion of the program, as measured at the end of the senior field experience.

An in-depth discussion of all results is presented above, providing a detailed interpretation of these summarized results.

Central Connecticut State University - BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

COMPLETED ON (*spring 2012 – spring 2013 N = 49*)

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2   *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4   *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	3.0	96%
Apply Ethical Principles	3.0	93%
Apply Critical Thinking	3.0	93%
Engage Diversity in Practice	3.0	94%
Advance Human Rights/ Social and Economic Justice	3.0	85%
Engage Research Informed Practice/ Practice Informed Research	3.0	90%
Apply Human Behavior Knowledge	3.0	96%
Engage Policy Practice to Advance Well-Being and Deliver Services	3.0	88%
Respond to Practice Contexts	3.0	94%
Practice Engagement	3.0	98%
Practice Assessment	3.0	98%
Practice Intervention	3.0	96%
Practice Evaluation	3.0	96%

Central Connecticut State University - BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

COMPLETED ON (fall 2013 – spring 2014 N = 39)

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2   *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4   *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	3.0	97%
Apply Ethical Principles	3.0	95%
Apply Critical Thinking	3.0	97%
Engage Diversity in Practice	3.0	97%
Advance Human Rights/ Social and Economic Justice	3.0	92%
Engage Research Informed Practice/ Practice Informed Research	3.0	80%
Apply Human Behavior Knowledge	3.0	95%
Engage Policy Practice to Advance Well- Being and Deliver Services	3.0	82%
Respond to Practice Contexts	3.0	82%
Practice Engagement	3.0	97%
Practice Assessment	3.0	95%
Practice Intervention	3.0	97%
Practice Evaluation	3.0	97%

Please see *Volume 1 – Chapter 4 – Tab B - Table 4C* for a *Summary of Data Collected, Analyzed, and Utilized to Modify the Program 2006-2014.*

B.4.0.3.A. Evaluating Outcomes and Interpreting Implications for Program Renewal

With the adoption of the Assessment Model as described above, the Program implemented a 360-degree approach to secure data upon which to base changes in its explicit and implicit curricula so that student performance is enhanced. This approach uses data gathered from multiple sources, including but not limited to: students, faculty, field instructors, program alumni, and community-based organizations hiring program alumni (field instructors), as well as the national comparison data generated through the SWEAP Instruments.

Because many of the instruments and procedures used to gather data are not standardized (and their reliability and validity are not statistically demonstrated), the use of multiple sources helps to strengthen the Program's confidence in its assessment conclusions and its use of these conclusions to inform programmatic and curricula changes through triangulation of data.

In the earliest years of the period since the last CSWE accreditation reaffirmation, the assessment activities of the Program were primarily focused on implementing the EPAS focus on competencies and practice behaviors versus knowledge and values. Field evaluations were modified several times in order to assure this transition and syllabi went through numerous changes en route to the current, comprehensive instrument (please see Volume 2 - Syllabi). Beginning in 2009, work with the SEPS assessment team improved data quality and completion. Ultimately the majority of instruments utilized were implemented electronically via the "homegrown" SEPS data system.

These evaluation instruments resulted in voluminous data, including multiple sources of data across numerous important points of the program (application, entry into the major, completion of each field-based placement, application to senior field, etc.). Data reports were generated each semester and were utilized in various faculty discussions. However, the lack of an organizing framework for integrating these data limited the overall "story" the data could tell. Specifically, each class' data for the semester could be examined, but the overall picture of the program's impact on student learning across instruments was limited. This limited integration of data across the program and across measures could not inform the rigorous evaluation of competencies, of change in overall capacity in student practice, as is indicated in 2008 EPAS.

Similarly, although students have continually been evaluated in Field Education, there has not been a unifying way to integrate these evaluations with student learning in coursework via a comprehensive assessment model. This is consistent with the assessment philosophy shift indicated above, and represents the fundamental change in program evaluation and accountability inspired by implementation of the current standards.

B.4.0.3.B. Changes Made to Curriculum and Program Based on Outcome Evaluations

Despite this limitation in a comprehensive assessment, numerous changes to program processes and curricula were informed by the broad array of assessment tool utilized. As *Table 4C Data Integration and Program Modifications* illustrates numerous changes were made in the School's explicit and implicit curricula based on an analyses of assessment data. Further, the Self-Study assessment changes discussed in the presentation of each portion of the Assessment Model above reflect two years of specific changes made to both explicit and implicit curricula in conjunction with the full implementation of 2008 EPAS and revision of assessment processes via review.

As an example of the complexity of these changes informed by data, we present a detailed description of how the ongoing rubric-based assessment of Professional Social Work Dispositions (beginning 2009-2010), combined with faculty feedback and student feedback on the learning environment to create specific curricular and programmatic changes.

Analysis of dispositions data trends reflected a sharp peak in the "below" expectations performance on learning outcomes in the Professional Disposition Toward Professional Communication (specifically written communication) category for year 2010-2011. Student mean performance on this measure was 1.8, clearly under the benchmark of 2.5. Toward that end, the program took essential steps to review individual student learning outcomes in oral and written communication.

While professional writing has always been challenging for students, the outcome assessments confirmed what the faculty were experiencing in the classroom i.e., lower writing assignment grades and increased need for re-writes due to unsatisfactory writing assignments submitted by students.

The diligent focus on improving the "Below Expectations" outcomes in the communication disposition led to intense examination of student learning outcomes for professional writing. During portfolio evaluation sessions (three phases of portfolio submissions noted above) faculty and students engaged in discussions to identify student writing challenges and strengths. Both faculty and students engaged in brainstorming discourse to identify ways to improve student writing. The discussions with students led to a better understanding of the student learning experiences in classroom writing assignments and in a better understanding of writing assignment challenges students experienced in field agency volunteer or in senior field education internship work.

Student feedback regarding knowledge of and/or use of campus writing support resources, including the writing center, learning center and E-tutoring data, was also analyzed. Students reported either: not knowing about the campus resources and/or knowing, but not using, the available writing resources. With the feedback from students, field agency supervisors, and faculty about specific writing challenges students faced in the classroom and field, the program (a) started listing campus-writing resources in course syllabi and requiring student use them, and (b) developed a social work specific professional writing course, SW225.

The curriculum addition, and subsequent program revision approved by the required curriculum committees and the Faculty Senate in the Spring 2011, allowed the addition of a discipline specific writing course.

 SW225, Writing for the Social Work Profession is a 3-credit course and meets requirements for General Education skill area I. The next paragraph presents the new social work writing course description.

This discipline specific writing course is designed to prepare generalist social work students to write for the profession. Emphasis is on professional succinct report writing, reducing bias in writing, learning components of literature reviews, research reports, required common and electronic citations, references, assessments and documents related to social work research, case notes, assessments, legal documents, courtroom and other social work agency-based documents. This course is to be taken concurrently with SW226 or SW227. (Central Connecticut State University Undergraduate Catalogue, 2012-2013)

The program revision increased the credit requirements in Social Work Core Course (42 credits) to Social Work Core Course (45 credits). The credit increase led to a program revision in the B. A. program from 51 credits to 54 Credits. While the course addition went into effect in the Fall 2012-2013 academic year, it was offered as a pilot course allowing students to enroll in the course by choice until academic standards approved the writing course as a co-requisite with the two pre-major courses SW226 or SW227. The course is now a core course requirement- beginning Fall of 2013 academic year, for all pre-major students. This means that students applying to the major Fall 2013, Spring 2014 and Summer 2014 must have completed SW225 as a co-requisite with either SW226 or SW227 to be considered for acceptance to the major. Data means illustrated the social work communication (writing) dispositions rubric low of 1.83 in 2010-2011. However, the 2012-2013 mean illustrates an increase in the student learning outcome mean to the 2.08. Analysis of the three-year trend depicts clear and consistent student progress toward the acceptable range benchmark of 2.5. We anticipate continued increases in performance as students admitted to the program with the SW 225 writing course pre-requisite matriculate through the program.

This one detailed example demonstrates faculty utilization of numerous sources of data and integration of feedback. It demonstrates how that analysis and synthesis led to programmatic changes (pre-requisite changes and credits required to graduate) and curricular changes (added course SW 225) in response to demonstrated student performance problems, stated needs and faculty / field instructor feedback. Please see other examples of how data were utilized to drive program change in *Table 4C* located behind tab immediately following this Chapter 4 narrative.

4.0.3.C. Changes Made to Outcomes Review, Integration and Processes for Data-driven Program Modification

The current comprehensive assessment model implements a comprehensive approach to program assessment. With the changes prompted by the two year Self Study process, we are building the capacity to analyze student change across courses, assessments, and transition points in the program. Similarly, data will now be integrated and compared with student performance in other areas, such as Senior Field. Implementation of the practice behavior level of assessment results

in a unifying approach to assess student competency, across courses, across cohorts, across programs.

Previously limited, the School's approach to assessment fundamentally changed as a result of this *Self-Study* process, positioning clear and consistent use of assessment as an intervention in achieving the spirit and requirements of 2008 EPAS in program accountability. The Self-Study process itself served as a primary source of data driving changes in curriculum, policies and processes used in the Program.

The Self-Study activities, analysis of results, and response demonstrate a fundamental shift in the documentation of process and use of data to reflect needed change and confirm it, at the program level. The data and recorded processes of the Self-Study serve as the most significant data-driven process the Program has accomplished since its previous reaffirmation, as the process encompassed over two years of this period. A volume of data, documents articulating processes and use of data has been assembled to represent this pivotal process driving wide-scale assessment change and curricular change for the Program. It is available for site visitor review.

As articulated, the Program now has multiple measures that all unify and can be triangulated around practice behavior measures; includes multiple student developmental measures, allowing student-specific measure of change, as well as cohort and / or program level change. Further, the model continually positions students and instructors in an assessment role, with both actively engaged in an accountability process for student learning and the creation of a learning environment conducive to competency development. Related to this, the implementation of the electronic portfolio system and electronic assignment assessment and rubric linkage system will promote an environment of ongoing accountability rigor once the new assessment system is implemented.

The Assessment Model results in student, instructor and program data that will be utilized via multiple mechanisms (as articulated in numerous places throughout the *Self-Study)* for program modification. Two planned mechanisms for data analysis, synthesis and use in programming / curricular modifications include:

B.4.0.3.C.1. Data Analysis and Annual Report Process

A marquis development relative to this data use process and feedback integration is a **Summer Data Analysis and Annual Report Process.** Each summer, all data gathered from the previous Summer, Fall and Spring semesters will be analyzed, with an "Annual Report of Competency Assessment" produced. The Annual Report will be developed addressing each component of the Competency Assessment Model articulated above, with resultant data charts, graphs and narrative highlighting all results.

The concluding chapter of the Annual Report will articulate significant findings relative to program standards for both explicit and implicit curricula for the Program. The key findings will include assessment of affirmative, constructive, and ambivalent findings; recommendations for faculty discussion and review; and key decisions to be made in response to data. The Department Chair will assure the development of a comprehensive Annual Report by August 15 each year.

The report will include CSWE forms for reporting outcomes to constituents to assure timely posting each year. Faculty will decide other pertinent findings to share via website, in informational / application materials, and via the University Institutional Assessment and Evaluation Department.

B.4.0.3.C.2. Faculty / Staff Feedback Integration and Response Retreat

In August / early September each year prior to the initiation of Fall coursework, the Program will host a mandatory Faculty / Staff Feedback Integration and Response Retreat where findings of the Annual report will be presented. The retreat will include a data-driven agenda for faculty review, consideration of and integration of findings into planning.

The Retreat structure will include recording and monitoring of decisions made, changes developed in response to data, modifications made to:

- curriculum implicit and / or explicit;
- all policy and / or process changes;
- how and when implementation is planned and how it will be executed and assessed;
- impact of previous changes on the program

A report of this retreat will be added to the Annual Report each year as an Appendix and findings will be posted via the website for all constituents to review. This report will also be used as a quality improvement document to assure ongoing updates to program materials and websites prior to dissemination to constituents.

The above Annual Report and Feedback Retreat process will ensure the Program's use of data for program modification: at the course level through assignment review; for the Explicit Curriculum via integration of evaluation of competencies using field data at the 200, 300 and 400 level courses; for the Field Experience using consistent review of sites (associated practice opportunities) and student need for practice experiences to help shape training and expansion of field instructors / sites; for the implicit curriculum via Exit Focus Group data; and for the Program overall through student Portfolios and Field Evaluations demonstrating that CCSU graduates demonstrate practice behavior benchmarks prior to graduation.

Strengths of the Competency Assessment Model and planned use of data to inform program decisions include that it is a model that: is multi-pronged, developmental and integrative; assesses explicit and implicit curricula throughout a student's matriculation and each semester for long-term and periodic and episodic review; maintains clear and consistent focus on competency development; articulates express purpose for all data and that data inform specific questions / program modification use; involves student and instructor feedback throughout the program; and, collects and stores data efficiently to minimize data entry error and ease of participation via the current electronic system and the planned electronic assessment and portfolio system.

The model is designed as a simultaneous intervention and evaluation such that students practice, develop and demonstrate competencies as they participate in a multi-pronged accountability process. Similarly, it requires instructors to maintain focus on competencies, explicit and implicit curricula in assignments and course evaluations.

As *Table 4C Data Integration and Program Modifications (*located behind *Tab B* immediately following this *Chapter 4* narrative*)* illustrates numerous changes were made in the School's explicit and implicit curriculum based on an analysis of assessment data. Further, the Self-Study assessment changes discussed in the presentation of each portion of the Assessment Model above, reflect two years of specific changes made to both explicit and implicit curricula in conjunction with the full implementation of 2008 EPAS and revision of assessment processes via review.

B.4.0.4 *The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.*

Results of Form AS 4 (B) for academic years 2011-2012, 2012-2013 and 2013-2014 are posted in the data summary section for standard 4.0.2 above and appended in *Volume 3 – Appendices - Appended Program Data Reports.*

The University's Office of Institutional Review and Assessment posts annual reports and assessment reports for all University academic departments, including Social Work. Full copies of assessments and annual reports are available to the public on an ongoing basis through the site.

Beginning in 2014, changes made via the Annual Faculty / Staff Feedback Integration and Response Retreat will also be disseminated to students electronically, allowing students to understand how changes affecting them are being decided and supported.

As part of the Self-study process in 2012, plans were made to redesign the website to include better access for constituents to program outcomes. The Program finalized this website update during the Self-Study process and began posting assessment outcomes and reports available to all constituencies via a link on the School's website online. This includes the CSWE Form AS 4, also included in appended data *Volume 3 – Appendix B11* and in Section 4.0.2 above. These reports will be updated annually, as described above, following the completion of the Annual Faculty / Staff Feedback Integration and Response Retreat

These outcomes and reports are in PDF format and fully printable by all of the school's constituents, including students, prospective students, School faculty, prospective School faculty, field instructors, staff, faculty in other departments and units of the University; members of the Program's advisory boards; the Provost and members of the Provost's Office, the University Institutional Assessment and Research Committee; and other interested parties. The School plans to continue to make all assessment outcomes available to its constituencies in this manner.

B.4.0.5 *The program appends copies of all assessment instruments used to assess the program competencies.*

The Program developed and implemented its comprehensive assessment model during the multi-year Self-study process. In addition, numerous changes prior to the formal Self-study we made as the program adopted and transitioned into full implementation of the 2008 EPAS standards beginning in 2010.

We implemented the Competency Assessment Model in Fall 2013, as described above, with revision and formal adoption by faculty, unanimously, in February, 2014. All associated assessment instruments and Summary data are appended in *Volume 3 – Appendices A & B –* within the *Program Assessment Instruments and Appended Program Data Reports* sections. Results are also briefly highlighted in the *implementation and results to data sections* under each component of the assessment model as presented in Section *4.0.1.B.6.*

Table 4C: Summary of data collected, analyzed and utilized to change curricula; CCSU Program, 2006-2014

Date	Data Collected	Analysis Procedures	Uses of Assessment Findings	Changes Made to Explicit or Implicit Curriculum Based on Data Collected & Analyzed
2013-2014	Program Assessment Task Force	Aggregate data gathered via faculty; collaborating SEPS faculty in charge of electronic data collection processes; reviewed timeline and transition data; reviewed existing reporting processes; reviewed existing data reports generated; reviewed existing processes for assuring data-driven decision-making; reviewed existing data collection and analysis methods for CSWE standards compliance	Updated assessments to match current programming needs; modified Senior Field Evaluation; analyzed 70 hour placement evaluations for alignment of items with Core Competencies and practice behaviors measured on Senior Field Document; modified scales to align - from 5 point to 4 point; revised semester course reports to include means on each competency / practice behavior assessed; revised field evaluation; noted need for comprehensive organizing framework for assessment process; noted need for implicit curriculum feedback at the course level; noted need for community stakeholder feedback and standardization of exit interview process	Developed comprehensive assessment model for SW Program; Implemented multiple student self-assessment measures throughout matriculation; standardized feedback from Field Agencies regarding competencies and practice behaviors most strongly emphasized within the placement for strategic competency enhancement practice;
2013-2014 In the middle of each semester – all SW courses	Implicit Curriculum Survey	Survey results ; Likert scale results reported as means and counts; responses to open-ended questions reported in summary by course;	Initial review by SW student officers and Phi Alpha members for student input on survey instrument – revisions made	Reports given to individual faculty for mid-course revisions to improve learning environment and / or continue effective methods based on student feedback

Table 4C Documenting SW Data Collected, Analyzed and Utilized for Programming Change 2006-2014 *(G. Adam)* 2.1.14

Date	Data Collected	Analysis Procedures	Uses of Assessment Findings	Changes Made to Explicit or Implicit Curriculum Based on Data Collected & Analyzed
2013-2014 Annually	Alumni Survey	Survey results ; Likert scale results reported as means and counts; responses to open-ended questions reported in summary by item;	Data reviewed by Chair, Faculty and Adjuncts involved in Alumni Outreach and planning to guide improved outreach to alumni	Earlier planned outreach to alumni – just prior to graduation; development of mentoring component;
2012-2014 Annually	Syllabi Audit	Faculty review for competencies * assignment and course outline (2012) Program Assessment Task Force Developed standardized criteria(2013) for all syllabi as template for audit; Master Syllabi are reviewed at least one time annually to assure current implicit and explicit curricula information, University and Department Policies and Resources, accuracy of competencies * assignment and course outline,	Standardization of syllabi format and template inclusion	A Program Assessment Task Force took on responsibility for developing template to guide BSW syllabus revision, including changes in the presentation of the syllabus, to include contextualization of Departmental Goals and Mission within University and CSWE standards; in 2013 syllabi were substantially revised to include standardized policies to support implicit curriculum, university resources, departmental objectives on the competencies and generalist SW

Table 4C Documenting SW Data Collected, Analyzed and Utilized for Programming Change 2006-2014 *(G. Adam)* 2.1.14

Date	Data Collected	Analysis Procedures	Uses of Assessment Findings	Changes Made to Explicit or Implicit Curriculum Based on Data Collected & Analyzed
2010 – 2014 End of Each semester	Graduating Senior Portfolio Review	Qualitative analysis by faculty; compliance assessment for required items	Assurance of completion of Major Requirements; Assessment of demonstrated competency to practice; triangulation of competency data; review of assignments across sections;	Informs initial procession of student to graduation; review of portfolios to inform development of capstone project in electronic portfolio (2014); student feedback on assembly to support transition to electronic portfolio system
2010-2014 End of each semester – SW 226, 227, 360, 361	70 Hour Field Evaluation	Likert responses are aggregated and reported for each item measured (2010); electronic data collection through SEPS Assessment Office – direct email based collection and submission of data from Field Instructors; aggregate reports provided in semester following (2014)	faculty review for successful completion of required 70 hour placement (2013); data included in annual review for curricula changes (2014); data included in Field Placement; inform planned operationalization of conceptual model for program assessment (2013);	Enhanced accountability of student completion of 70 hours requirement; decision to retain 70 hour placement experiences in SW 226, 227, 360, and 361 based on quality of data and relation to triangulation of Competencies assessed in senior field (2013); informed Assessment Task Force Plan to include student self-assessment on same instrument for 70 hour and Senior Field Evaluations
2010-2014 End of each semester –	Social Work Dispositions	Likert responses are aggregated and reported for each item measured (2010 - 2014); electronic data collection through SEPS Assessment Office (beginning 2010) – direct email based collection to course faculty – evaluate each student ; aggregate reports provided in semester following (2014)	Presentation to CSWE APM on use of dispositions (Sanders, 2010); faculty discussion of students' professional development / areas of concern; individual student counsel by faculty and / or Chair;	Integration of dispositions with Competency 1; (2013) correlation of dispositions items with practice behaviors for triangulation of assessment (2013); emphasis of the above within course introductions and in Master syllabi (2013-2014);

Table 4C Documenting SW Data Collected, Analyzed and Utilized for Programming Change 2006-2014 *(G. Adam)* 2.1.14

Date	Data Collected	Analysis Procedures	Uses of Assessment Findings	Changes Made to Explicit or Implicit Curriculum Based on Data Collected & Analyzed
2010-2014 In October (Fall semesters) and March (Spring Semesters)	Application to Senior Field	Faculty and Field Education Coordinator Independent Review of Application / Portfolio for scoring	Data reviewed by Field Committee and leadership, presented to faculty	Informed ongoing changes to field application process; discussions used to improve field preparedness through initiation of field orientation prior to application to Senior Field (2012)
2010-2014 Reviewed each semester informally for scheduling and annually for content	Course Offering Evaluation – Faculty Discussion (2006-2014); Annual Program Assessment (2014)	Examined Electives offered each semester via faculty discussion; transitioned to annual evaluation built upon local and regional demand for additional topics based on emerging areas of need and emphasis within the field; assessed need for additional offerings based on rate of program growth 2012-2014;	Updated amended elective options as needed each year. Areas of expansion include emphasis on Diversity and Inclusion Issues - population based SW electives including courses focused on SW with Latinos, Military Personnel and their Families; Practice with LGBT Population; Advanced Child Welfare Practice.	Revised curriculum options include revised list of electives: examples of added courses – SW with Latinos (added ***); SW with Military & Families (added****); Special Topics in Immigration (added *****); SW Practice with LGBT Population.
2006-2014 At end of each semester	Course evaluation data, questionnaires administered to students in each course, evaluating course objectives and instructor effectiveness	University scored surveys and collected aggregate data; individual faculty received reports; program Chair received individual faculty reports	Program Chair reviewed data per course and per instructor and provided feedback as needed; Faculty self-reflection on data provided by University	Data influenced course planning, promotion and tenure, retention of adjuncts, and identified course trends and issues to be resolved in curricular planning.

Table 4C Documenting SW Data Collected, Analyzed and Utilized for Programming Change 2006-2014 *(G. Adam)* 2.1.14

Date	Data Collected	Analysis Procedures	Uses of Assessment Findings	Changes Made to Explicit or Implicit Curriculum Based on Data Collected & Analyzed
2006-2014 At end of each semester	Field Instructor Discussion Group (2006-2013) Field Instructor Survey of Placement (2013-2014)	Content themes from discussion (2006-2013); survey results and content themes from discussion (2013-2014)	Developed integrated plan to gather specific feedback on how strongly practice on each competency is emphasized / practice readily available within each field setting (2013); moving toward model of field placement assignment that integrates student performance on 70 hour evaluations and instructor feedback with site feedback to assure students are assigned to setting where practice on needed areas of improvement is plentiful	Field Instructor orientation, training sessions and annual meetings were modified to provide a consistent venue for soliciting feedback on BSW students' competencies and their performance in the field and on potential curriculum change suggestions from field instructors (2010-2014); implementation of annual Field Instructor Feedback Survey on competencies emphasized (2013)
2006-2014 Deadline Posted Each semester – faculty review in the month immediately following	Application to the Major Data	Individual faculty scored portfolio - Likert data on required items; faculty notes regarding impressions	Each semester faculty committee reviewed total scores and discussed each applicant for admission to program	Ongoing modifications to application portfolio requirements; outreach to advising office to improve transfer student advising; data informed modification to required interview process in 2013 – only needed for students assessed as "conditional"
2010 – 2012 Multiple meetings across semesters	Analysis of Pre-requisites / Gen Ed requirements and Application to the Major Data	Compliance review of program matriculation and general education requirements;	Emerging issues discussed at faculty meeting and with advising center;	Concurrent courses contingencies in registration updated (2013 – SW 225 / 226); customized transfer advising guide developed for SW in collaboration with Advising Center (2012); course offerings modified to assure core courses are offered each semester to assure student access (2012)

Table 4C Documenting SW Data Collected, Analyzed and Utilized for Programming Change 2006-2014 *(G. Adam)* 2.1.14

Date	Data Collected	Analysis Procedures	Uses of Assessment Findings	Changes Made to Explicit or Implicit Curriculum Based on Data Collected & Analyzed
2010	Course content survey results; Faculty surveyed regarding presence/absence of CSWE core competencies and issues in transition of KVS framework of previous standard to CSWE Core Competencies and Practice Behaviors framework (EPAS 2008).	Descriptive data from multiple faculty discussions summarized competency presence across curriculum; need for presence on syllabi noted;	Syllabi revised with anchor competencies present	New syllabi utilized with core competencies and practice behaviors (Fall 2010)
2010	Instructor feedback on student writing performance; general university discussion regarding unacceptable writing practices by students;	Faculty reviewed meeting notes and individual de-identified examples of student writing within SW course assignments	Faculty discussion to develop plan for writing support, development and accountability;	Development and implementation of SW 225 – Writing for Social Workers as Required Course
2009	SW Program Activity Report	Aggregate programmatic data collected via survey and report of faculty and program accomplishments. Analysis conducted summarized descriptive data, and trends in performance.	Report generated and shared with University program administrators and faculty	Adopted plan to integrate ongoing data collection from comprehensive assessment model into standardized format for University reporting template.
2008	Master Syllabus	Faculty discussed set of items to include in transition to Master Syllabus. Faculty voted adoption for use of Master syllabus – in effort to assure curriculum integrity as program grew and included more adjunct-led sections of courses	Proposed Master Syllabus – voted of beginning format and transition.	Faculty voted to implement across Program.

Table 4C Documenting SW Data Collected, Analyzed and Utilized for Programming Change 2006-2014 *(G. Adam)* 2.1.14

Table 4C Documenting SW Data Collected, Analyzed and Utilized for Programming Change 2006-2014 *(G. Adam)* 2.1.14

4-B: Table 4C