

Self-Study Volume 1
Narrative Responses to the Accreditation Standards
Includes all Required Forms, Matrices, and Supporting Documentation to
Demonstrate Compliance

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Program Options:	In person Castleton, Vermont USA
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Enclosed Separately:

Volume 2.....Course Syllabi for Required Courses Identified on Curriculum Matrices
Volume 3.....Student Handbook and Field Education Manual

Accreditation Standard 1.0 — Program Mission and Goals

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

1. Narrative provides the program's mission statement.

CU Social Work Program Mission Statement:

The mission of the Castleton University Social Work Program is to prepare students, through higher education that is grounded in the liberal arts, to be effective and competent social work professionals in the context of their practice. Consistent with the profession's purpose and guided by the person-in-environment framework and a strengths-based approach, students will be prepared to provide global and local leadership to implement evidence-based services that respect human diversity, promote human rights and social, economic, and environmental justice, work towards the elimination of poverty, and enhance quality of life through a range of prevention and intervention methods with diverse client systems. Students will use critical thinking to reflect the profession's ethical and core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence and their application in practice.

2. Narrative explains how the program's mission statement is consistent with the profession's purpose (defined on pg. 5 of the EPAS) and values (listed in EP 1.0).

Profession's Purpose:

"The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally." (pg. 5, 2015 EPAS)

The mission of the Castleton University Social Work Program explicitly states students will be **prepared to provide global and local leadership to implement evidence-based services that respect human diversity, promote human rights and social, economic, and environmental justice, work towards the elimination of poverty, and enhance quality of life through a range of prevention and intervention methods with diverse client systems.**

Profession's 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.” (EP 1.0, 2015 EPAS)

The program’s mission statement explicitly states **students will reflect the profession’s ethical and core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence.**

Components of the Profession’s Purpose & Values	Components of the Program’s Mission Statement
	<i>[Identify and discuss]</i>
Person-in-environment framework	Consistent with the profession’s purpose and guided by the person-in-environment framework The mission statement identifies that social work is rooted in the PIE framework
Global perspective	students will be prepared to provide global and local leadership The mission statement addresses the global and local perspective
Respect for human diversity	that respect human diversity The mission statement identifies respect for human diversity
Knowledge based on scientific inquiry Quest for social and economic justice	to implement evidence-based services Evidence-based reflects scientific inquiry promote social, economic, and environmental justice Students will have the skills to promote social, economic, and environmental justice
Prevention of conditions that limit human rights	promotes human rights The promotion of human rights through evidence-based services
Elimination of poverty	work towards the elimination of poverty The elimination of poverty through evidence-based services
Enhancement of the quality of life for all persons, locally and globally	enhance quality of life This is addressed through global and local leadership
Valuing service	Students will reflect the profession’s ethical and core values of service

Valuing social justice	Core value specifically addressed in the mission statement social justice
Valuing dignity and worth of the person	Core value specifically addressed in the mission statement dignity and worth of the person
Valuing importance of human relationships	Core value specifically addressed in the mission statement importance of human relationships
Valuing integrity	Core value specifically addressed in the mission statement integrity
Valuing competence	Core value specifically addressed in the mission statement competence
Valuing human rights	Core value specifically addressed in the mission statement promote human rights
Valuing scientific inquiry	The promotion of human rights through evidence-based services specifically addressed in the mission statement to implement evidence-based services
	Evidence-based reflects scientific inquiry

Program Options:

Select One:

- ☒ The program has only one (1) option.

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

1. Narrative explains how the program's mission is consistent with the institutional mission.

Institutional Mission:

Castleton's mission, in its most recent form, was adopted by the university community and trustees September 27, 2018, just after the inauguration of our 10th president, Dr. Karen Scolforo.

"To understand the Castleton Way, which guides the university in all its endeavors, is to engage in respectful relationships in an inclusive, student-centered environment; to appreciate our learned and compassionate faculty and dedicated and caring staff; to strive to learn, use, and teach sustainable environmental practices; and to participate in strong community partnerships."

“Castleton’s transformational education emphasizes undergraduate liberal arts and professional studies while also offering graduate programs. The University prepares its diverse students for relevant and meaningful careers in a global economy, advanced academic pursuits, and responsible citizenship.”

The mission of the Castleton Social Work Program is consistent with the university mission in its focus on and dedication to inclusion, compassion, sustainable environmental practices, strong community partnerships, and responsible citizenship. These values are consistent with the values of the profession and are embedded in the program’s mission statement.

Explanation of Consistency of Program’s Mission with the Institutional Mission:

Components of the Institutional Mission	Components of the Program’s Mission Statement
respectful relationships	the importance of human relationships The university understands the importance of respectful human relationships
inclusive, student-centered environment to appreciate our learned and compassionate faculty and dedicated and caring staff to learn, use, and teach sustainable environmental practices	the dignity and worth of the person The university honors the dignity and worth of its students and faculty
to participate in strong community partnerships The University prepares its diverse students	promotes social, economic, and environmental justice Both mission statements address environmental stewardship provide global and local leadership Leadership in partnership with the community respects human diversity The program and university acknowledge and respect its diversity
responsible citizenship	promote human rights Responsible citizenship includes promoting human rights

2. Narrative explains how the program’s mission is consistent with the program’s context across all program options.

Program’s Context:

Castleton University has one program option – on campus. The program is located in rural, central-western Vermont. The only sizeable city within 90 minutes of campus is Rutland, 15 minutes to our east. Like many post-industrial communities, Rutland struggles with affordable housing, health disparities, and substance abuse. Our

students and faculty provide local service and leadership, consistent with our mission, through volunteer efforts, non-profit board membership, participation on commissions that address police bias, the opiate crisis, and other areas of concern, and through their field placement service. Castleton University also provides state-level leadership as the only BSW program for the central and southern parts of the state, providing many of the social work employees to human services agencies in this part of the state. The program director also collaborates with the directors of the other two BSW program in the state, meeting quarterly throughout the year with the support of the Vermont Chapter of NASW.

3. The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).

Program Options:

- ☒ The program has only one (1) option.

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

1. Narrative identifies the program's goals.

With the liberal arts as its foundation, BSW graduates are prepared for generalist practice in the context of their practice and/or continuing their formal education in social work or another graduate discipline. It is our mission that by completion of the program, students will be prepared to reach these program goals which are derived from the program's mission statement in 1.0.1. These goals are amplified by CSWE's competencies and associated behaviors listed in standards B2.0 *Generalist Practice*. The Castleton University Social Work Program will prepare students upon graduation to:

1. Engage in range of evidence-based prevention and intervention methods with individuals, families, groups, communities, and organizations in the context of their practice.
2. Practice according to the principles, values, and ethics that guide the social work profession.
3. Influence social policies with the goal of alleviation of poverty, oppression, and social injustice as well as advocating for human rights.
4. Identify and affect the bio-psycho-social and cultural functioning of people, informed by the person-in-environment framework, with an emphasis on the strengths-based perspective.
5. Practice from a culturally sensitive perspective.

2. Narrative demonstrates how the program's goals are derived from the program's mission

Program's Goals

1. The program will prepare students to engage in range of evidence-based prevention and intervention methods with individuals, families, groups, communities, and organizations in the context of their practice.
2. The program will prepare students to practice according to the principles, values, and ethics that guide the social work profession.
3. The program will prepare students to influence social policies with the goal of alleviation of poverty, oppression, and social injustice as well as advocating for human rights
4. The program will prepare students to identify and affect the bio-psycho-social and cultural functioning of people, informed by the person-in-environment framework, with an emphasis on the strengths-based perspective
5. The program will prepare students to practice from a culturally sensitive perspective

Components of the Program's Mission to be effective and competent professionals in the context of their practice.

The goal that the program prepares competent generalists who can work with all client systems derives from the mission

Students will use critical thinking to reflect the profession's ethical and core values...and their application in practice

The goal to prepare social workers to practice that rooted in the ethics and values of the profession derives from the mission

Students will be prepared to provide global and local leadership to implement evidence-based services that respect human diversity, promote human rights and social, economic, and environmental justice, work towards the elimination of poverty, and enhance quality of life

The goal that in order to influence social policy, social workers must take leadership roles at the global and local levels using evidence-based interventions is derived from the mission

prepare students to be effective and competent professionals for entry-level professional generalist practice. ... the implementation of evidence-based services ... the dignity and worth of the person

The use of appropriate and diverse frameworks is embedded in the mission and goals

Students will reflect the profession's core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.

The mission lead to the goal that social workers must be culturally respectful and sensitive in their practice to align with social work professional values

3. *The narrative should discuss goals for all program options (if different from one option to the other) and demonstrate how they are derived from the program's mission.*

Program Options:

- ☒ The program has only one (1) option.

Accreditation Standard B2.0 — Generalist Practice

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

1. Narrative explains how the program's mission is consistent with generalist practice.

The CU Social Work Program faculty has adopted the model of generalist practice as posited by Karen Kirst-Ashman and Grafton Hull in their text *Understanding Generalist Practice*, which aligns with generalist practice as defined in EP B2.0. The model states that generalist social work practice consists of a common core of knowledge, values, skills, and cognitive and affective processes that include critical thinking, affective reactions, and exercise of judgment that are applied with individuals, families, groups, organizations, and communities to enhance the social functioning of those systems and individuals within them. Competence is seen as holistic, informed by the dimensions listed above. The practitioner is guided by the person-in-environment configuration as the primary basis for social work practice. The competent generalist practitioner must possess multi-dimensional assessment skills, intervention approaches, and evaluation models so as to respond to the range of client systems served by social workers. The practitioner recognizes and accepts their own strengths and limitations. This application reflects a wide range of professional roles, the use of critical thinking within a planned change process and an emphasis on client empowerment. The target environments include individuals, families, groups, organizations, and communities that are assessed and engaged via a planned change process. Generalist practice also promotes the development of autonomous client systems that eventually manifest a heightened degree of competency and human relatedness.

The program's mission is consistent with generalist practice.

- The program's mission to prepare students to be effective and competent professionals in the context of their practice is grounded in the liberal arts curriculum of the university and the person-in-environment framework that is taught to all social work students in the classroom and practiced in the field. It addresses the component that generalist practitioners use a range of evidence-based prevention and intervention methods in their practice with diverse client systems, including the ability to recognize, support, and build on the strengths and resiliency of all human beings.
- The program's mission to prepare students to provide global and local leadership to implement evidence-based services that respect human diversity, promote human rights and social, economic, and environmental justice addresses the component that generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice.
- The program's mission to prepare students to reflect the profession's ethical and core values...in practice addresses the component that generalist practitioners identify with the social work profession and apply ethical principles and critical thinking in practice with client systems of all sizes.

2. Narrative explains how the program's goals are consistent with generalist practice.

Generalist Practice Definition:

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” (EP 2.0, 2015 EPAS)

With the liberal arts as its foundation, BSW graduates are prepared for generalist practice and/or continuing their formal education in social work or another graduate discipline. It is our mission that by completion of the program, students will be prepared to reach these program goals which are derived from the program's mission statement in 1.0.1. These goals are amplified by CSWE's competencies and associated behaviors listed in standards B2.0 *Generalist Practice*. The Castleton University Social Work Program will prepare students upon graduation to:

1. Engage in range of evidence-based prevention and intervention methods with individuals, families, groups, communities, and organizations in the context of their practice.
2. Practice according to the principles, values, and ethics that guide the social work profession.
3. Influence social policies with the goal of alleviation of poverty, oppression, and social injustice as well as advocating for human rights.
4. Identify and affect the bio-psycho-social and cultural functioning of people, informed by the person-in-environment framework, with an emphasis on the strengths-based perspective.
5. Practice from a culturally sensitive perspective.

Component of the Generalist Practice Definition	Components of the Program's Mission [Identify and discuss]	Components of the Program's Goals [Identify and discuss]
Grounded in the liberal arts	<i>"through higher education grounded in the liberal arts"</i> The mission statement identifies that the program is part of a liberal arts higher education program	With the liberal arts as its foundation This goal is addressed in the preamble to the mission
Person-in-environment framework	<i>"guided by the person-in-environment framework"</i> The mission statement identifies that social work is rooted in the PIE framework	to identify and affect the bio-psycho-social and cultural functioning of people, informed by the person-in-environment framework This goal identifies that social work is informed by the person-in-environment framework
Promote human and social well-being	<i>"enhances quality of life"</i> The mission of the program is to prepare students to improve well-being	to identify and affect the bio-psycho-social and cultural functioning of people This goal is for students to develop the ability to enhance quality of life
Range of prevention and intervention methods	<i>"through a range of prevention and intervention methods"</i> The mission addresses teaching students a range of methods	to engage in range of evidence-based prevention and intervention methods A goal of the program is that students develop a wide range of skills and methods
Practice with diverse individuals, families, groups, organizations, and communities	<i>"leadership that respects human diversity"</i> The mission is to develop respect for diversity	to practice from a culturally sensitive perspective This goal addresses the component that generalist practitioners engage in diversity in their practice
Scientific inquiry and best practices	<i>"in the implementation of evidence-based services"</i> Evidence-based reflects scientific inquiry	to engage in evidence-based entry-level social work practice with individual, families, groups, communities, and organizations This goal addresses the component that generalist practitioners practice based on scientific inquiry and best practice.

Practitioner identifies with the social work profession	<i>“Consistent with the profession’s purpose”, “Students will reflect the profession’s ethical and core values”</i> Knowledge of the purpose, ethics, and values help the student identify with the profession	to practice according to the principles, values, and ethics that guide the social work profession This goal addresses the component that generalist practitioners identify with the social work profession
Applies ethical principles	<i>“Students will reflect the profession’s ethical and core values”</i> Ethical principles specifically addressed in the mission statement	to practice according to the principles, values, and ethics that guide the social work profession This goal addresses the component that generalist practitioners are able to apply ethical principles and critical thinking to practice
Critical thinking	<i>“Students will use critical thinking”</i> Critical thinking is an important product of the liberal arts education	to practice according to the principles, values, and ethics that guide the social work profession This goal addresses the component that generalist practitioners can able to apply critical thinking to practice
Practice at the micro, mezzo, and macro levels	<i>“with diverse client systems”</i> Social workers must be able to work with varying client systems	to engage in a range of evidence-based prevention and intervention methods This goal addresses practice with varying client systems
Engage diversity in practice	<i>“that respects human diversity”</i> The mission statement identifies respect for human diversity	to practice from a culturally sensitive perspective addresses the component that generalist practitioners engage in diversity in their practice.
Advocate for human rights and social and economic justice	<i>“promote human rights”</i> The promotion of human rights through evidence-based services <i>“promote social, economic, and environmental justice”</i> Students will have the skills to promote social, economic, and environmental justice	to influence social policies with the goal of alleviation of poverty, oppression, and social injustice as well as advocating for human rights addresses the component that generalist practitioners advocate for human rights and social and economic justice.
Recognize, support, and build on the strengths	<i>“and a strengths-based approach”</i> The mission identifies the strengths-	to identify and affect the bio-psycho-social and cultural functioning of people, informed

and resiliency of all human beings	based approach of which resiliency is a component	by the person-in-environment framework, with an emphasis on the strengths-based perspective addresses the development of this ability
Engage in research-informed practice	<i>“to implement evidence-based services”</i> Evidence-based reflects scientific inquiry	to engage in range of evidence-based prevention and intervention methods addresses the use of research-informed practice
Proactive in responding to the impact of context on professional practice	<i>“in the context of their practice”</i> Students will practice in a variety of contexts	with individuals, families, groups, communities, and organizations in the context of their practice identifies the differential contexts in which students will be practicing

3. *If program options have different missions and/or goals, discuss for each program option.*

Program Options:

- ☒ The program has only one (1) option.

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

1. *Narrative provides a rationale for the program’s formal curriculum design across all program options*

In order to engage in meaningful and productive study, regardless of the major focus, the student should develop and learn to apply a variety of skills, including reading, writing, speaking, critical thinking, using the library, and practical computing. Thus, the social work required curriculum is embedded in the university’s general education requirement, such as Intro to Human Services and Intro to Sociology. Several of the program’s required courses meet the general education requirements. Courses required in the general education curriculum support the core social work curriculum.

Within the structure of generalist practice, program competencies are embedded, introduced/developed in lower level courses, mastered and reinforced for students in upper level courses, and subsequently applied and measured in work with client systems of various sizes within the field placement settings. This rationale for the curriculum design relies on the acquisition of a "common core of knowledge, values, skills, and cognitive and affective processes" provided by a coherent, rational, integrated, and holistic curriculum.

The competencies for generalist practice begin in the core general education courses where a liberal arts perspective is nurtured and fostered. The dimensions of social work knowledge, values, skills, and cognitive and affective processes are introduced and developed within the foundation courses. The social work program provides foundation content that embraces the competencies of generalist practice. The foundation courses provide a common core of knowledge, values, skills, competencies, and cognitive and affective processes, which can be applied across diverse client systems. The major courses and their treatment of the competencies and the program's conception of generalist practice are identified below.

Below is a list of required courses for the BSW degree and a suggested timeline and sequence for taking them. Please refer to the *University Catalog* (<https://www.castleton.edu/academics/undergraduate-programs/social-work/social-work-program-requirements/>) for course descriptions. For students transferring into the program after the first year, the timelines will vary, although prerequisites must still be followed. The list below does not include the University's General Education curriculum, electives, minors, or double major requirements.

Castleton University Social Work Program
Curriculum Plan

FIRST YEAR

FALL SEMESTER

SWK 1010 Intro to Human Services

SOC 1010 Intro to Sociology

SPRING SEMESTER

PSY 1012 Intro to Psychological
Sciences

SWK 1810 Early Field

SECOND YEAR

FALL SEMESTER

SWK 2011 HBSE I

SOC 2030 Community in American
Society

or

SSC 1010 Intro to Study of Community

MAT 2021 Statistics I

SPRING SEMESTER

SWK 2012 HBSE II

SWK 2040 Discrimination in
American Society

BIO 2010 & 2011 A&P I&II

or

BIO 1010 Human Biology & Lab

THIRD YEAR

FALL SEMESTER

SOC 3910 Research Methods

SWK 2140 Substance Abuse &
Social Addictions Studies

SPRING SEMESTER

SWK 3010 Social Work Practice I

SWK 3020 History & Philosophy of
Work

SOC 4020 Sociological Theory

FOURTH YEAR

FALL SEMESTER

SWK 4020 Social Work Practice II

SWK 4811 Field Experience I

SWK 4010 Social Welfare Policies,
Programs & Issues

SPRING SEMESTER

SWK 4030 Social Work Practice III

SWK 4812 Field Experience II

SWK 4720 Social Work Capstone
Seminar

2. Narrative explains how the program's curriculum design is used to develop a coherent and integrated curriculum for both classroom **and** field across all program options.

Integration between Classroom and Field:

The social work curriculum was developed and organized as an integrated whole including liberal arts courses, social work professional courses, and electives. Syllabi of social work professional courses are based upon the program's goals and generalist practice competencies. In order to maintain ongoing integration and avoid duplication, program faculty share and discuss syllabi. Each faculty member is responsible for building on prerequisite courses and preparing students for subsequent required courses. Program faculty are responsible for including appropriate curriculum content, identifying where competencies are to be established, and subsequently creating opportunities for students to acquire and demonstrate their facility with each competency and across all dimensions.

The program curriculum and course syllabi are continuously reviewed and revised based upon the following: professional conference attendance, current literature and research, knowledge of field practitioners, technological resources, program faculty discussion, student feedback, and program outcome data. The Program Director attends the CSWE APM and BPD Annual Conference, and program faculty have presented at BPD, which has aided in the endeavor to improve program curriculum.

While the curriculum is not heavily sequenced until the seventh semester, there is logic in requiring introductory and Human Behavior in the Social Environment courses to precede practice and field. Successful completion (C or better) of the first practice course is prerequisite to the first semester of field. The other two practice courses are concurrent with field, while successful completion of the second practice course is prerequisite to the second semester of field. Field learning is reinforced through concurrent practice and policy courses, while the courses themselves are enhanced by the exemplification of actual field experiences. Field is the signature pedagogy through which students continue to learn the required competencies through a process of deliberate application across a range of client systems.

The policy sequence has introductory course prerequisites to ensure that students have a foundation for understanding the concepts presented. Students learn how practice is informed by policy and how it can be one of the many outcomes of practice. The social work capstone seminar serves to integrate the total academic experience. This vertical sequencing of courses serves to provide an overarching structure to the curriculum, and lays the foundation for developmental, classroom, and field sequencing.

Program faculty regularly reviews and updates their syllabi, always maintaining focus on the program competencies, associated behaviors, and dimensions. Faculty jointly revisits the program mission and goals approximately every five years, and the

competencies annually, to ensure currency and relevance. This review is aided by the evaluative measures employed by the program.

Curricular design of sequencing and clustering of courses

- Vertical sequence: starting with beginning-level knowledge, values, and skills and ending with application/demonstration of knowledge, values, skills, and cognitive and affective processes in the field and upper-level courses. The overarching curricular design for the program is vertical sequencing of courses from first to last semester. The entire course sequence document by year is in the *Social Work Program Manual*.

Within the overarching vertical sequence, two forms of course clustering/organization are used for the explicit curricular design:

- Developmental: one course directly prepares students for the next course. These developmental sequences are indicated as prerequisites for the next course, such as the foundation courses for the first practice course, each practice course for the next practice course, and History & Philosophy for Social Welfare Policy.
- Class & Field: imparting practice skills in the classroom and field concurrently was chosen as the best model for course sequencing within the vertical sequence. There are two class & field clusters. The first is Introduction to Human Services and Early Field. The second is Practice I, II, & III with Field I & II; Field I is concurrent with Practice II and Field II is concurrent with SW Practice III, senior year. Students must successfully complete the prior practice and field courses to enroll in the next cluster.

All students are exposed to a comprehensive liberal arts core of foundation courses as students at Castleton University. The general education goals and learning outcomes emphasize the liberal arts tradition in higher education and supplement social work program goals and competencies. The general education requirements provide the common base of knowledge and skills expected of college graduates as well as a sampling of various academic subjects, which have been chosen to broaden the student's knowledge and understanding. These courses include writing, speaking, literature, quantitative reasoning, information literacy, computer literacy, aesthetic understanding, world views, social & behavioral understanding, and math & science. The university has been engaged in a comprehensive review of the general education curriculum to better integrate transferable academic skills and interdisciplinary breadth with the core curriculum of the students' major area of study.

The social work program is built upon and anchored in a liberal arts perspective. It provides students with content which links them to the larger society. This liberal arts course of study contributes to and reinforces the generalist perspective in the social work curriculum. Students can see how their learning fits with the overarching goals of society. The liberal arts content provides a "goodness-of-fit" with social work education.

Each candidate must successfully complete a total of at least 120 credits for a bachelor's degree, which are ordinarily earned in eight semesters. Additional time may be required to meet degree requirements depending on individual student needs. All degrees require a minimum Grade Point Average (GPA) of 2.0 for coursework done at the Vermont State Colleges.

The social work program requires selective courses from the general education curriculum, which provide an essential knowledge base relevant to the foundation curriculum, and for the building of competencies in the program and their associated behaviors.

These courses and their purposes are:

1. **SOC 1010 Introduction to Sociology** - provides basic conceptual frameworks for the study of society and social organizations.
2. **PSY 1012 Introduction to Psychological Sciences** - provides basic conceptual frameworks for the study of individual functioning.
3. **BIO 1010 Human Biology and Evolution or BIO 2011 and 2012 Human Anatomy and Physiology I & II** – provides basic conceptual frameworks for the study of physiological functioning.

These courses provide a necessary foundation for the HBSE sequence toward understanding the person-in-environment framework throughout the social work curriculum.

4. **MAT 2011 Statistics I** - provides an introduction to quantitative data analysis, which is applied to research in social work.

Social work majors are required to take three additional courses in sociology or social sciences:

1. **SOC 2130 The Community in American Society or SSC 1010 Intro to the Study of Community** - examines the structure and functions of the community within the framework of the rural-urban continuum.
2. **SOC 3910 Research Methods** - introduction to the basic methods of quantitative and qualitative sociological research. This course is the foundation course in research for the social work program.
3. **SOC 4020 Sociological Theory** - critical analysis of the development of historical and contemporary sociological thought. This course provides students with multiple perspectives on social systems that they can apply in human service organizations.

The first-year courses are designed to lay the groundwork for the foundation content areas and program competencies. During the first year, students take three introductory courses. **Introduction to Human Services** is an introduction to social work course. Social work as a subject matter is not being offered in secondary education in Vermont, and most public school systems do not define their school-based clinicians as social

workers. Therefore, few students arrive at campus with either an understanding or knowledge of the social work profession. This course allows students who choose to explore allied careers such as criminal justice, education, psychology, and nursing the opportunity to enroll in a social work course. Students are formally introduced to all the competencies and their significance in developing both structure and content for generalist practice. Students are also introduced to the wide range of employment opportunities in social work. A variety of guest speakers allows students to consider at an early stage of the program how they may be able to utilize their degree in the community. As a result of the integrative approach to the course, students frequently choose social work as a major after taking the course. The purpose of requiring **Introduction to Sociology** is to expose students to a macro perspective and an understanding of assessment and interventions with communities, organizations, and institutions in society. **Introduction to Psychological Sciences** provides students with foundation knowledge, theories, and concepts relative to the mental functioning of individuals over developmental time. Students gain initial insights into the effects of emotional, cognitive, and moral integrity upon the behavioral dynamics of humans within a range of contexts. A beginning understanding of the range of psychological diversity inherent in humankind is achieved. Early Field is a pre-professional 40-hour field experience at the beginning of the program designed to expose students to the social work profession where competencies are enacted and to test their compatibility for the profession. This course is only required of students who do not have prior experience in a human services agency.

Second-year courses allow the students to continue to build upon the foundation of the social work core. The emphasis shifts from exposure to the introductory content in human services and the social sciences to content at the cultural, family, group, organizational, and community levels. **Community in American Society** and **Intro to Study of the Community** courses are both macro courses introducing students to the structure, functions, and culture of the community within the framework of the rural-urban continuum. **Discrimination in American Society** introduces students to the array of at-risk populations along with an understanding of the structure and mechanisms of oppression. The second-year content includes the courses **Human Behavior in the Social Environment I & II** within a multitude of contexts inclusive of the spiritual, cultural, community, and developmental aspects of human development & functioning. Collectively, HBSE content prepares students to appreciate and comprehend the cultural, social, biological, psychological, and spiritual aspects of human growth and development. Statistics I lays the foundation for Research Methods taken in the junior year. Human Biology lays the foundation for HBSE I & II and for the biopsychosocial perspective throughout the curriculum. The complexity and diversity of generalist practice within the context of key competencies and behaviors begin to become more apparent to each student in the second year.

Third-year courses introduce students to their first research, practice, and policy courses. The **Research Methods** course gives students a beginning appreciation for the development of knowledge and the evaluation of practice-based research, research-informed practice, and an understanding of the differences and the uses of quantitative

and qualitative research. **Substance Abuse and Addictions Studies** is an exploration of the biopsychosocial issues surrounding substance use, abuse, and addiction, associated treatment options, ethics, federal laws, and costs. **History and Philosophy of Social Work** gives a systematic appreciation of policy development and evaluation for effectiveness within an historical, social, cultural, political, and economic context. The **Social Work Practice I** course introduces the students to beginning generalist engagement, assessment, intervention, evaluation skills, techniques, ethics, and developing professionalism. This knowledge is applied throughout the practice and policy sequences. Students experience their initial immersion into integration and application of competencies-behaviors within the classroom context.

Fourth-year courses provide students with opportunities to integrate all aspects of prior learning. Students begin to see the intricacies of social work practice including the 'art' as well as the 'science'. The two practice courses, **Social Work Practice II** and **Social Work Practice III**, are designed to be concurrent with **Field Experience I** and **Field Experience II**. These courses further develop students' knowledge and skills of generalist practice and the social work values and cognitive and affective processes. The practice courses draw heavily on students' field experience, and provide opportunities for the application of knowledge, skills, methods, values, ethics, and cognitive and affective processes to the array of client systems served by human service agencies. Through the field courses, students engage with client systems, conduct assessments, plan interventions, and evaluate the outcomes of their practice. Agency practice provides opportunities to evaluate and implement social welfare policies at the local, state, and federal levels. Students learn how to evaluate their own practice, including self-awareness. Through the **Social Welfare Policies, Programs and Issues** course, students develop knowledge of the impact of social welfare policy of the clients we serve, how to analyze policy, and how to advocate for or against policies. The **Social Work Capstone Seminar** course integrates the professional social work courses. Students review and evaluate each foundation area and the overall experience acquired throughout their course of study in the Social Work Program. Students also write a comparative analysis of quantitative and qualitative research on the same subject. Students now have a comprehensive understanding of generalist practice including mastery in the direct application of competencies and behaviors within the context of actual clients who expect their unmet needs to be addressed.

The curriculum design, assignments, and activities in classes and field, all relate back to the program rationale. Each course has learning outcomes which are congruent with, and reflective of, those of the overall program goals, while the mission provides the reason for the program's existence. The involvement of faculty in NASWVT and other professional activities, and a high level of student access to faculty, demonstrates to students a model of translating beliefs to practice. The informality of faculty/student interaction reflects the informality of rural and small-town practice, particularly in Vermont.

The competencies are implemented in a systematic fashion that is consistent with the structure and function of the curriculum. The professional courses provide the main

opportunities for implementing the competency while the liberal arts base and university core curriculum provided the underpinnings. First-year courses introduce students to all competencies, second-year courses provide opportunities to achieve a reasonable degree of mastery of competencies, and third- and fourth-year courses focus more on application as demonstrated in both the classroom and field placement settings.

Program Options:

- ☒ The program has only one (1) option.

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

1. Program provides a matrix illustrating how the curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options.

GENERALIST PRACTICE CURRICULUM MATRIX					
Competency	Required SWK Courses	Course content	Dimensions	System level	Page # Vol 2
Competency 1: Demonstrate ethical and professional behavior	Social Work Practice I	Values, Ethics, and Resolution of Ethical Dilemmas Students will learn about the use of supervision, social work values and the Code of Ethics, and understanding rank-ordered models for ethical dilemmas	Knowledge Values Skills	Unit 2	8
	SWK 3010	Case vignettes In-class group exercise requiring use of ranked ethical principles to practice the skills for dealing with ethical dilemmas		Unit 2	8
	History & Philosophy of Social Work	Lecture: <i>What is the Mission of Modern Social Work in Society?</i> Lecture and class discussion of textbook Chapter 1 "Values in Social Welfare". Highlights values used in social welfare regarding ethical reasoning throughout history	Values	Unit 1	21
	Social Work Practice II	Lecture: <i>Merging the Person's Art with the Profession's Science</i> Lecture and class discussion of the social worker as artist as the social worker as scientist. Student Case Presentation Based on Reflective Journals Students use case examples from their field placements to identify with skills, values, knowledge base, and self-awareness as a professional social worker. Journaling process has heavy emphasis on cognitive and affective processes. Lecture: <i>The Roles and Functions of Social Workers</i> Lecture and class discussion of personal values vs. professional values, addressing ambiguity in practice with diverse clientele. Self-inventory of attitudes, values, and	Knowledge Values Skills Cognitive & affective processes	Unit 3 Units 1-18 Unit 5	34 34-37 35

		<p>biases. Self-assessment and discussion on this competency and methods of correction, improvement.</p> <p>Lecture: <i>Techniques for Sustaining Social Work Practice</i> Lecture and class discussion on use of supervision and consultation to guide professional judgement and behavior.</p>		Unit 18	37
	<p>Social Work Practice III</p> <p>SWK 4030</p>	<p>Key Dimensions of Generalist Practice Students will refine their ability to use social work values and ethics to guide the assessment and intervention with the range of client systems.</p>	<p>Knowledge Values Skills</p>	Unit VI	48
	<p>Social Work Capstone Seminar</p> <p>SWK 4720</p>	<p>Professional Portfolio & Mock Interview Students will develop a resume and cover letter for hypothetical job and mock interview.</p> <p>Lecture and Class Activity: <i>Leadership in Action</i> In class lecture and discussion regarding social work leadership and professionalism. Class activity includes self-assessment and discussion of professional demeanor and illustration through examples in field placement.</p>	<p>Skills Knowledge Values</p>	<p>Units 2&3</p> <p>Unit 6</p>	<p>56</p> <p>57</p>

GENERALIST PRACTICE CURRICULUM MATRIX					
Competency	Courses	Course content	Dimensions	Unit	Page # Vol 2
Competency 2: Engage in Diversity and Difference in Practice	Discrimination in American Society SWK 2040	Lecture: Voluntary and Involuntary Assimilation Recognize the extent to which a culture's structures and values may oppress. Effects of forced assimilation illustrated via differential use of human differences.	Knowledge Values Skills Cognitive & affective processes	Unit 1	64
		Lecture: Historical Patterns of Dominance and Control Historical analysis of structures and values which oppress. Film and discussion of above issues.		Unit 2	66
		Lecture: Scientific Racism and Sexism Identify methods of forced assimilation due to cultural resistance.		Unit 3	67
		Lecture: Distributing Scarce Resources Personal & societal uses of human differences.		Unit 3	67
		Lecture and Discussion: Self-awareness and professional development		Unit 5	69
	SWK Practice II SWK 4020	Lecture: Applying Cultural Competence to Helping Lecture and class discussion discussing how to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Knowledge Skills	Unit 10	35
		Cultural Humility Film Short film on cultural humility. Class discussion on how to apply cultural humility principles to field placement sites.		Unit 10	35
	SW Practice III SWK 4030	Lecture: Crisis and Selected Populations Immigrants' contacts with social welfare system due to crisis	Knowledge Values Skills	Unit 2	12
		Exercise in Classroom: Refinement of the generalist practice process through the integration and application of skills, techniques, and strategies based upon client feedback and preferences.		Unit 6	15-17

GENERALIST PRACTICE CURRICULUM MATRIX					
Competency	Courses	Course content	Dimensions	Unit	Page # Vol 2
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	History & Philosophy of Social Work SWK 3020	Lecture: <i>Civil and Welfare Rights in the New Reform Era</i> Lecture and class discussion regarding History of American civil and welfare rights.	Knowledge Skills	Unit 5	23
	SWK Practice II SWK 4020	Lecture: <i>The Domain of Social Work Practice</i> Lecture and class discussion on profession's practice commitment to social justice. Lecture: <i>Guidelines for Working with Vulnerable Client Groups</i> Lecture and class discussion on change through advocacy for at-risk populations.	Knowledge Skills	Unit 1 Unit 17	34 37
	Social Welfare Policies, Programs and Issues SWK 4010	Civil Rights and Social Justice Lecture and discussion on barriers to civil rights; prejudice, discrimination, and oppression; the role of social work in fighting oppression; conflicting values and beliefs; thoughts and feelings about professional versus personal values about civil rights and social justice	Knowledge Values Cognitive & Affective Processes	Unit 7	82
	SW Practice III SWK 4030	Lecture and Demonstration: Application of Practice Competencies Human rights and social justice	Knowledge Skills Values	Unit 6	15-17

<i>GENERALIST PRACTICE CURRICULUM MATRIX</i>					
Competency	Courses	Course Content	Dimensions	Unit	Page # Vol 2
Competency 4: Engage in Practice- Informed Research and Research- Informed Practice	SW Practice III SWK 4030	Lecture and Demonstration: Application of Practice Competencies Case illustration of applied research findings to guide practice and stimulate new areas of inquiry.	Knowledge Skills	Unit 6	15-17
	Social Work Capstone Seminar SWK 4720	Lecture: <i>Review of Quantitative and Qualitative Research</i> Review of different research methods including design and use of research methods and determining the best uses of qualitative and quantitative analyses. Discussion of the use of practice experience and theory to inform scientific inquiry and research as well as the influence of self on research process.	Knowledge Skills Values Cognitive & affective processes	Unit 1	56

GENERALIST PRACTICE CURRICULUM MATRIX					
Competency	Courses	Course Content	Dimensions	Unit	Page # App 2
Competency 5: Engage in Policy Practice	Discrimination in American Society SWK 2040	Analysis: Racism and Targeted Groups Restrictive patterns of immigration and beyond. Assigned reading: Rothenberg, Paula. "Racism and Sexism", 2014. The Legal System as Leverage Part VIII, "How It Happened: Race and Gender Issues in U.S. Law", p 49. Reading: The Legal System as Leverage Part 8: "Maintaining Race, Class, and Gender Hierarchies: Reproducing Reality", p 575.	Knowledge Skills	Unit 3	67
	History & Philosophy of Social Work SWK 3020	Lecture: History of Social Work Ethics and Survey of Social Work Philosophy Chapter readings and class discussion on the American Welfare System Begins and Progressive Era.	Knowledge Values	Unit 3	22
	Social Welfare Policies, Programs and Issues SWK 4010	Social Welfare Policy and Underlying Values Review of what is social welfare and the impact of conflicting values and beliefs, personal versus professional values and beliefs Analyzing and Researching Social Welfare Policies Lecture and discussion of critical analysis of social welfare policies, practice in using the skills Policy Practice and the Impact of Social Welfare Policy Lecture and discussion on the importance of social welfare policy to social workers, the power of social welfare policy, how does social welfare policy change, the influence of advocacy groups, advocacy strategies	Knowledge Skills Values Cognitive & affective processes	Unit 1 Unit 5 Unit 6	80 81 81

GENERALIST PRACTICE CURRICULUM MATRIX						
Competency	System	Course	Course Content	Dimensions	Unit	Page # Vol 2
Competency 6: Engage with individuals, families, groups, organizations, and communities	Individuals	SW Practice II SWK 4020	Lecture: Intake and Engagement Lecture and class discussion on techniques and guidelines for direct practice with individuals.	Knowledge Skills	Unit 12	36
	Families	SW Practice I SWK 3010	Working with Families Family structure/roles; functioning and conflicts; interventions Engagement and assessment Engagement, developing therapeutic rapport, non-verbal communication Case reading Substance Abuse discussion of thoughts and feelings regarding the case in relation to family engagement	Knowledge Skills Cognitive & affective processes	Unit 10	11
					Unit 3	8
	Groups	SW Practice III SWK 4030	Engagement: The Dialogue Phase Case presentations that illustrate students' ability to engage and assess groups in a practice context.	Knowledge Skills	Unit 3	8
					Unit 6	48

	Organizations	SWK Practice II SWK 4020	Lecture: <i>Intake and Engagement</i> Lecture and class discussion on techniques and guidelines for indirect practice.	Knowledge Skills	Unit 12	36
	Communities	SW Practice I SWK 3010	Working with Organizations & Communities Organizational context, theoretical base, global application, worker roles and skills. Engagement and Assessment in Generalist Practice Engagement, developing therapeutic rapport, non-verbal communication Case reading <i>The Wilton River Developmental Disabilities Center</i>	Knowledge Skills	Unit 8 Unit 3 Unit 8	10 8 10

GENERALIST PRACTICE CURRICULUM MATRIX						
Competency	System	Course	Course content	Dimensions	Unit	Page # App 2
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Individuals	SW Practice III SWK 4030	Assessment: The Discovery Phase Comprehensive case assignments from field placement	Knowledge Skills Cognitive & affective processes	Unit 6	48
	Families	SW Practice II SWK4020	Lecture: Practice Frameworks for Social Work Lecture and class discussion with an emphasis on assessment of family functioning with a PIE perspective.	Knowledge Skills	Unit 8	35
	Groups	SW Practice I SWK3010	Working with Groups Social worker values, roles, knowledge, and skills Engagement and Assessment in Generalist Practice Multidimensional assessment; client participation	Knowledge Skills	Unit 7 Unit 3	10 8
	Organizations	SW Practice II SWK 4020	Lecture: Data Collection and Assessment Lecture and class discussion on data collection and assessment with organizations.	Skills	Unit 13	36
	Communities	Intro to Study of Community SSC 1010	Community Project and Analysis: Face-to-face contacts and surveys of key informants and randomly selected community residents and class review.	Knowledge Skills	Unit 8	101

GENERALIST PRACTICE CURRICULUM MATRIX						
Competency	System	Course	Course content	Dimensions	Unit	Page # App 2
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Individuals	SW Practice III SWK4030	Intervention and Evaluation: The Development Phase: Structure and strategies for Interventions with Individuals	Knowledge Skills Values	Unit 6	48
	Families	SW Practice I SWK 3010	Working with Families Family structure/roles; functioning and conflicts; interventions	Knowledge Skills	Unit 10	11
	Groups	SW Practice I SWK 3010	Working with Groups Social worker values, roles, knowledge, and skills Case readings <i>No Mad Dog Looks & Deanna's Dilemma</i> case readings; discussion of thoughts and feelings regarding the case in relation to interventions with groups	Knowledge Skills Cognitive and affective processes	Unit 7	10
					Unit 7	10
	Organizations	SW Practice II SWK4020	Lecture: <i>Intervention and Monitoring</i> Lecture and class discussion on techniques and guidelines for intervention for indirect practice.	Knowledge Skills	Unit 15	36
	Communities	SW Practice III SWK4030	Lecture: <i>Purposive Community Change</i> Defining Directions and Goals in Macro Practice.	Knowledge Values Skills	Unit 6	99

GENERALIST PRACTICE CURRICULUM MATRIX						
Competency	System	Course	Course content	Dimensions	Unit	Page # App 2
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Individuals	SW Practice II SWK 4020	Lecture: <i>Evaluation and Termination</i> Lecture and class discussion on applying evaluation findings to improve interventions with individuals.	Knowledge Skills	Unit 16	36
	Families	SW Practice I SWK 3010	Evaluation, Termination, and Follow-up Evaluation of practice; termination as process.	Knowledge Values Skills	Unit 5	8
	Groups	SW Practice I SWK 3010	Evaluation, Termination, and Follow-up Evaluation of practice; termination as process Case readings <i>No Mad Dog Looks & Deanna's Dilemma</i> case readings; discussion of thoughts and feelings regarding the case in relation to evaluating groups	Knowledge Skills Cognitive & Affective Processes	Unit 5	9
					Unit 7	9
	Organizations	SW Practice I SWK 3010	Evaluation, Termination, and Follow-up Evaluation of practice with organizations; termination as process.	Knowledge Skills Values	Unit 5	9
	Communities	Intro to Study of Community	Survey of a local community	Knowledge Skills	Unit 8	101
		SSC 1010	Required readings: Lyon, Larry. The Urban Community, Chapters 7 & 8.		Unit 7	101

Accreditation Standard 2.2 — Field Education

Accreditation Standard 2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

1. Narrative explains how the program's field education program connects the theoretical and conceptual contributions of classroom and field across all program options.

Connecting Concepts between Classroom and Field:

Castleton University uses a concurrent/consecutive field placement/classroom model. Social work students are placed in field settings at the same time they are taking course work on campus. Students are in their agency settings two days a week for a minimum of 200 clock hours per semester for which they earn six credit hours per semester. Students remain in the same placement for the entire academic year with a practice course taken concurrently each semester. In addition to agency-based supervision, the faculty Field Instructor provides biweekly on-site supervision to all students.

The theoretical framework of social work and other applicable practice theories are taught in many courses throughout the required major courses, including SWK 1010 Intro to Human Services, SWK 2011& 2012 Human Behavior & the Social Environment I&II, SWK 3020 History & Philosophy of Social Work, and the three practice courses (SWK 3010, 4030). The practice courses are taught by each of the full-time faculty, each who carry a caseload of field supervision. Students bring case examples from their field placement and their journals for discussion in the classroom. These full-time professors also conduct field seminar for student who do not have BSW/MSW Agency Supervisors.

As an example, students are taught developmental theories in the HBSE I&II courses. They apply their theoretical knowledge in classroom discussions of case studies and vignettes. They are required to produce an individual/family assessment/service plan during their first semester in the field. Their plan is reviewed by their faculty field instructor for how they apply their theoretical knowledge to their assessment and reviewed by the Agency Supervisor for assessment in the agency context and with the particular client.

In the Castleton University concurrent/consecutive field placement/classroom model, social work skills, knowledge, and concepts taught in the SWK 3010 Practice 1 course and other required social work courses, including SWK 2040 Discrimination in American Society, SWK 2740 Substance Abuse, SOC 3910 Research Methods, and SWK 4010 Social Welfare Policy, Programs and Issues are implemented as students enter the field in fall of their senior year. These are reviewed in the SWK 3020 Practice 2 course as well as by the faculty field instructor during biweekly supervision and field seminar.

Social work skills, knowledge, and concepts taught in the SWK 3020 Practice 2 & SWK 4030 Practice 3 courses are implemented by students in their concurrent field placements in the fall and spring semesters of their senior year. The implementation is reviewed in class through case examples from their field placement and by their faculty field instructor in biweekly supervision.

As an example, students are taught and practice engagement and recording skills in SWK 3010 Practice 1. Early in their placements, they will engage with clients. The students are expected to produce process recordings, including verbatim dialogue, which are reviewed by the faculty Field Instructor for use of skills, knowledge, and concepts, and reviewed by the Agency Supervisor in the agency context and with the client.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard B2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

1. *Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options.*

Field education learning outcomes are consistent with the program's generalist practice model and core competencies.

Specific learning outcomes of field instruction are the ability to:

1. Integrate and apply knowledge, values, skills, and theory acquired in academic courses to actual social work practice situations with individuals, families, groups, organizations and communities.
2. Utilize one's own professional self, including technology, to engage in purposeful relationships with individuals, families, groups, organizations and communities to effect social change.
3. Utilize professional and personal ethics and values in one's social work practice and in the evaluation of one's practice applying NASW Code of Ethics, laws and regulations, models for ethical decision-making, and ethical conduct of research.
4. Maintain a clear professional identity regardless of agency setting or organizational pressures.
5. Recognize, respect and understand the continuum of human diversity throughout the planned change process, presenting themselves as learners.
6. Involve the client and appropriate others throughout the intervention process including evaluation of change efforts.

7. Use supervision and consultation to guide professional judgment and behavior.
8. Evaluate one's own professional practice and growth including using qualitative and quantitative methods and findings to inform and improve practice, policy and service delivery on the micro, mezzo, and macro levels.
9. Collect and assess data from a variety of sources to develop mutually agreed-on goals based on critical assessment of strengths, needs and challenges with clients and constituencies.
10. Develop primary competencies in basic interviewing skills, including observation skills, involving the client system in the helping process, and relating to clients with warmth, respect, and professionalism.
11. Engage in policy practice by identifying, analyzing, formulating, and advocating for social policies at all levels that advance human rights and social, economic, and environmental justice.
12. Intervene with individuals, families, groups, organizations, and communities using critical thinking, applying knowledge of human behavior and the social environment, using inter-professional collaboration, negotiating/mediating/advocating on behalf of diverse client systems, and facilitating effective transitions and endings.
13. Apply knowledge of human behavior in the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage, assess, intervene, and evaluate practice.
14. Advance human rights and social, economic and environmental justice by applying understanding to advocate for human rights at the individual and system levels, and engaging in practices the advance social, economic, and environmental justice.
15. Assess the effectiveness of helping systems, and where there are gaps, promote effective, just and responsive service and resource systems.

Field settings are chosen by the Field Director, all of which must provide generalist practice opportunities for students so they can demonstrate the core competencies. Agency Supervisors are trained and provided ongoing consultation by the Field Director, stressing the importance of providing students with the opportunity to demonstrate competencies with individuals, families, groups, organizations, and communities. When any of these areas are a struggle for the particular agency, the faculty Field Instructor will work with the agency to brainstorm activities in challenging areas. The program requires students to complete an agency assessment and change plan, as well as to participate in macro practice opportunities through monthly Project Vision meetings and volunteering in community projects, such as Habitat for Humanity and the Night to Shine non-prom.

Students are placed in field settings, both public and private non-profit, working with a wide range of client populations. Field settings available for the current academic year 2020-2021 are:

Addison County Corrections (DOC), Probation & Parole Student will work with probationers to maintain their ability to stay out of prison, treatment groups, drug court.

Castleton Village School Student will work in the middle school with the school-based clinician/school counselor with students and families with a variety of social-emotional needs, school-wide interventions, family meetings, referrals, academic and career advisement, Tuesday team meetings, and community engagement

Counseling Services of Addison County Emergency services team. Support adults with significant mental health issues, emergency response team, and on-call response.

CU Career Services Student will work with Castleton students preparing for and choosing careers; develop resumes and cover letters, Linked In profiles, career inventories, help organize activities.

CU Peer Advocates for Change (PAC) Student will work with CHANGE coordinator, particularly with the Peer Advocates for Change (PAC) program, other campus initiatives, and will help with the many activities of the Wellness Center.

Dept. of Children & Families Family Services Division, working with families of youth in DCF custody; possible placement in youth services and/or investigations, working with runaways, truant youth, and youth with risky behaviors.

Dismas House of Rutland Group residence for men and women leaving prison. Student will be involved in a variety of activities relating to operation of the residence/program such as making dinner and eating with residents, interacting with residents and helping them with various tasks, office work, help with fundraising. Need to be available in evening one night a week.

Elderly Services of Middlebury Supervised daily elder care program, in-home supports for elders with dementia, education and counseling for families dealing with eldercare issues, caregiver support groups, and outreach on aging issues.

Fair Haven Concerned Resource and referral for residents of Fair Haven, W. Haven, and Benson who are in need of essential needs (like housing, food, bills paid). Food shelf. Meetings with other agencies re: coordinating services. Visit Apple Tree senior center. Follow up with clients who received services.

Forty-Seven Main Street Residential mental health program for adult males. Milieu treatment, house meetings, team meetings, community engagement, food shopping, work with residents on farm and farmers market.

Homeless Prevention Center Case management and referral services for homeless adults and families; work with landlords, rapid rehousing, DOC supervised apartments.

New Story Center Student will co-facilitate monthly support group, work with the Housing Equity Advocate to provide supportive case management, and will assist in event planning.

Park St. Program, (Howard Center) Residential program for youth with sexually harming behaviors. Social work students will be placed either in the residence or in the school helping with behavior management.

The Pines of Rutland Skilled nursing center, acute and long-term care, case management, assessment.

Rutland County Corrections (DOC), Probation & Work with probationers to maintain their ability to stay out of prison, treatment groups, drug court.

Rutland County Court Diversion Student will work with non-violent offenders on alternative consequences, community service.

Rutland County Parent Child Center Students will work with other case managers in early intervention/family support program, in the alternative high school for pregnant and parenting teens, and in the youth Reach Up program.

Rutland Mental Health, Early Childhood Case management with children 0-5.

Rutland Mental Health Community Access Program Provide support, referral, and case management for adults with developmental disabilities.

Rutland Mental Health, Children's Services Therapeutic case management with children 5-18 with mental health concerns and their families. Provide skill building for parents, home visits, community collaboration, and direct services.

Rutland Northeast Primary School Student will work with a school-based clinician with students and families with a variety of social-emotional needs, school-wide interventions, family meetings, team meetings, and community engagement.

Rutland Northwest Primary School Student will work with a school-based clinician with students and families with a variety of social-emotional needs, school-wide interventions, family meetings, team meetings, and community engagement

Rutland Regional Medical Center Inpatient medical, emergency room, outpatient case management.

Serenity House Substance abuse treatment, residential, outpatient, MAT, and other community-based supports.

Southwest Vermont Council on Aging Support, referral, money management, and case management for seniors living in southwestern Vermont.

State's Attorney's Office – Victim's Advocate Student will work with/support victims of crimes regarding court proceedings and resources.

West Ridge Center Case management with individuals recovering from substance abuse addiction via Medication Assisted Treatment and counseling.

Women Safe Students will work with people across the gender spectrum toward the elimination of physical, sexual, and emotional violence through direct service, education, and social change, via in-person and telephonic direct service as well as through education in schools, community groups, and other agencies.

2. Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options.

The above listed field placements provide students with varying opportunities to practice with individuals, families, groups, organizations, and communities. In placements where students are not able to have opportunities to practice in all these areas, the program provides supplemental opportunities in practice courses and field seminar.

Systems Level	Examples of Tasks, Roles, and/or Opportunities to Practice with Each Systems Level in Field Settings
Individuals	Therapeutic case management with children 5-18 in a mental health setting; supporting crime victims; assessing patients coming into the emergency room
Families	Participation in case plan meetings with families of students with IEPs; helping families of seniors understand end-of-life issues; helping families of emergency room patients understand discharge planning
Groups	Leading and co-leading anger management groups with boys in treatment for sexually offending behaviors; leading self-esteem groups for individuals recovering from opiate addiction with MAT; conducting morning meeting with elementary students in a therapeutic classroom
Organizations	Participation in board-of-directors meetings; presenting and reviewing cases in staff meetings; conducting agency analyses and developing change plans
Communities	Participating in Project Vision monthly meetings and subcommittees; providing supervision for free community events such as neighborhood movies, non-proms, Halloween parade, and free ice skating; providing domestic violence prevention lessons to a college community

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 2.2.4: The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

1. *Narrative explains how students across all program options in the program's field education program demonstrate social work competencies through in-person contact with clients and constituencies.*

All students have in-person contact with clients and constituencies. Most of these contacts are face-to-face, while a few are via technology when required by agency policy/procedures. When field placements are selected and Agency Supervisors trained/oriented by the Field Director, they understand they are to provide this contact as far as is possible in their agency settings. This is also stated in the agency contract signed by an authorized agency representative. Field placement agencies understand they are to facilitate student experiences with individuals, families, groups, organizations and communities, to the best of their agency's ability. With our model of the faculty Field Instructor being on on-site bi-weekly, it is easy to facilitate this process. All students must submit assessment/service plans and process recordings to the faculty Field Instructor which demonstrate social work competencies in all dimensions. These assignments are then reviewed on-site by the faculty Field Instructor and Agency Supervisor. Students also must submit paperwork to their Agency Supervisor that is required by the agency. Students are required to participate in agency staff and/or team meetings. All students are required to attend the monthly Project Vision meetings, a community-wide effort to improve community health, improve neighborhoods, and reduce crime and substance abuse. Students who do not have BSW/MSW supervision at their placement are required to participate in bi-weekly field seminar with program faculty. The Field Evaluation form, which is administered at the end of fall and spring semesters and at midterms, includes CSWE competencies and associated behaviors 1, 2, 6, 7, 8, & 9.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 2.2.5: The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

1. Narrative describes how the program's field education program provides a minimum of 400 hours of field education for baccalaureate programs

Students are scheduled to be in their field placements 2 days a week, eight hours each day. This results in more than 400 hours of field education in the Field Experience I & II courses. These hours are recorded by the students and confirmed by the Agency Supervisor.

Field Internship Hours - Fall 2020 — Castleton University Social Work Program

Student Name _____

Date	Hours Worked
September 1	_____
September 3	_____
September 8	_____
September 10	_____
September 15	_____
September 17	_____
September 22	_____
September 24	_____
September 29 & October 1 – fall break	_____
October 8	_____
October 10	_____
October 15	_____
October 17	_____
October 22	_____
October 24	_____
October 29	_____
October 31	_____
November 5	_____
November 7	_____
November 12	_____
November 14	_____
November 19	_____
November 21	_____
November 26 (Nov. 28 – Thanksgiving)	_____
December 3	_____
December 5	_____
December 10	_____
December 12	_____

Total Hours scheduled by Professor=216

Total Hours Worked by Student: _____

Field Internship Hours - Spring 2020 — Castleton University Social Work Program

Student Name _____

Date

Hours Worked

January 21	_____
January 23	_____
January 28	_____
January 30	_____
February 4	_____
February 6	_____
February 11	_____
February 13	_____
February 18	_____
February 20	_____
February 25 & 27 BREAK	
March 3	_____
March 5	_____
March 10	_____
March 12	_____
March 17	_____
March 19	_____
March 24	_____
March 26	_____
March 31	_____
April 2	_____
April 7 & 9 BREAK	
April 14	_____
April 16	_____
April 21	_____
April 23	_____
April 28	_____
April 30	_____
May 5	_____
May 7	_____

Total Hours scheduled this semester by Professor=224

Total Hours Worked by Student this semester: _____

Total Hours Worked by Student both semesters: _____ (400 total required by CSWE)

Student initials _____

Agency Supervisor initials _____

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 2.2.6: The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

1. *Narrative provides the program's criteria for admission into field education.*

Eligibility for field instruction (SWK 4811 & 4812)

1. Acceptance into the Social Work Program
2. Students must be in compliance with the academic requirements of the social work major and must have a grade of "C" or better in SWK 3010 Social Work Practice I
3. Students must have completed all prerequisites for Field Instruction
4. Students must have the consent of the Program Field Director
5. Only those students with academic accomplishments and personal attitudes, skills, and values indicate reasonable promise in social work, insofar as these can be determined in the college situation, will be recommended for field placements
6. Students must sign a Student/Program contract which they will receive upon application to the program

2. *Narrative explains how the program's field education program admits only those students who have met the program's specified criteria.*

Any student who does not qualify is not permitted to enroll in the Field Experience I course. Students who are denied admission to field instruction and/or termination from the program may contest the faculty decision within ten days of such decision. They may also appeal to the academic dean of the university who will make a final determination of admission status.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 2.2.7: The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

1. Narrative describes how the program's field education program specifies policies, criteria, and procedures for **selecting field settings** across all program options.

Policies: Field placement agencies for the Castleton University Social Work Program must provide generalist practice opportunities for students so they can demonstrate the core competencies.

Procedures: Field settings are approved by the Field Director. Placements can be sought out by the Field Director, recommended by faculty, or the agency can request they be considered. The Field Director meets with the agency representative to discuss the agency's ability to provide students the opportunity to practice generalist social work, with appropriate supervision and safety. When at all possible, work with all sizes of client systems is available at the agency.

Criteria: Seeking the most promising opportunities for students to achieve these objectives, the CU Social Work Program applies the following criteria in selecting field instruction settings:

1. Agency is established within the community
2. Agency commitment to social work, education with social work as the principal function or a recognized ancillary service
3. Agency can provide students with a quality primary social work experience, including:
 - A) In-person work with clients
 - B) Opportunities to interface with community resources
 - C) Exposure to agency practice and personnel
 - D) Involvement in a community and organizational experience
4. Integration of students with staff including staff meetings, in-service training, etc.
5. Agency accepts faculty role and presence in direct supervision and a liaison to the program
6. Relative proximity to the university and accessible to students
7. Ability to provide a minimum of 400 clock hours of social work practice experience over the academic year

2. Narrative describes how the program's field education program specifies policies, criteria, and procedures for **placing students** across all program options.

Policies: Students are placed by the Field Director in field placement agencies based on their expressed interests, agency requirements, and knowledge of their strengths and weaknesses by the program faculty.

Procedures: The Field Director teaches the prerequisite practice course taken by students in the spring semester of their junior year (SWK 3010). Students learn and practice social work concepts and skills in this class. The Field Director presents all of the field placement options to the juniors approximately halfway through the semester in this class. The social work seniors in field placement spend a class with the juniors to talk about their experience and to further describe their agencies. This helps juniors select the agencies in which they would like to be placed. Juniors then inform the Field Director of agencies in which they would like to be placed. The Field Director assigns students to agencies that are the best available match. Students contact their assigned agencies to complete their processes for approving new staff. The agency makes the final decision on whether or not to approve the placement. If the agency decides to not accept a student, the Field Director will meet with the agency to determine the factors that lead to the decision and work with the student to find another placement.

Criteria: Students must meet the criteria specified in standard 2.2.6 and be assessed as a good match by the Field Director and the agency.

3. Narrative describes how the program's field education program specifies policies, criteria, and procedures for **monitoring students** across all program options.

Policies: Students are monitored in their field placements by their Agency Supervisor and by the faculty Field Instructor.

Procedures: Agency Supervisors are required to monitor field placement students when they are in the field, as appropriate. This includes scheduling routine weekly supervision. The faculty Field Instructor monitors students very closely due to the program's model of on-site field instruction. The faculty Field Instructor monitors student safety and progress in practicing generalist social work skills. Process recordings and social work assessments/service plans are required throughout both semesters by the Field Instructor that are reviewed with the student in the field. The faculty Field Instructor regularly discusses student progress with the Agency Supervisor. Faculty Field Instructors bring field concerns to the attention of the Field Director as needed, minimally at regular program meetings.

Criteria: Students are monitored by their Agency Supervisor daily and their faculty Field Instructor biweekly.

4. Narrative describes how the program's field education program specifies policies, criteria, and procedures for **supporting student safety** across all program options.

Policies: Student safety is of upmost importance to the program. Student safety is part of the practice course curricula and is monitored by the Agency Supervisor and faculty Field Instructor. Student safety for on campus field placements is supported by the Castleton Public Safety Department. Off campus field placements are supported by the police departments in the city/town of the placement.

Procedures: In our SWK 3010 Practice I course, safety on the job is discussed in the general context. Student safety is also part of the SWK 4020 Practice II syllabus, more specifically discussed in the context of the field placements. Students are taught how to assess their safety in various placement situations and how to access resources. Agencies have safety procedures and guidelines which are explained to students. With our on-site field instruction model, Agency Supervisors and staff know the faculty Field Instructors, so feel comfortable contacting them if there is a safety concern and meeting with them when they are there.

Criteria: Student safety is addressed through knowledge, practice, and monitoring by the program and the placement agencies.

5. Narrative describes how the program's field education program specifies policies, criteria, and procedures for **evaluating student learning congruent with the social work competencies, including any additional competencies added by the program** across all program options.

Policies: Student learning is assessed by the faculty Field Instructor, using information provided by the Agency Supervisor and direct observation.

Procedures: The Agency Supervisor, through regular observation of student practice, will regularly assess student performance throughout the placement. They will provide a written evaluation to the faculty Field Instructor at midterm and the end of the semester. The Agency Supervisor:

- A. Introduces students to agency staff and setting, including an orientation to:
 - 1. Their function within policies, and goals of the program and agency
 - 2. The clientele served
 - 3. Agency expectations of the student
 - 4. Agency relationships to the community and other agencies
- B. Supervises student's overall function within the agency
- C. Provides opportunity to practice more than one method of social work when possible, including individuals, families, groups, organizations, and communities

- D. Provides assignments (in cooperation with faculty Field Instructor) which are meaningful to students and contributory to agency goals
- E. Meets regularly with students regarding client movement, student performance, agency policies and procedures
- F. Prepares a written evaluation on each student two weeks before the end of each semester and at midterm and shares this with student and faculty Field Instructor
- G. Informs the Field Director of any extended period of absence
- H. Notifies faculty Field Instructor immediately of any concerns regarding student performance

The faculty Field Instructor is a full-time member of the faculty who also teaches practice courses. They provide direct student supervision at the field placement and act as a liaison with agency staff. The faculty Field Instructor:

- A. Meets minimally bi-weekly at each agency with students and Agency Supervisors, as they are available
- B. Meets as needed with designated agency staff to review appropriateness of assignments for their learning suitability and to determine appropriate responsibilities for individual students according to each one's load and skill level.
- C. Provides on-site supervision, including:
 - 1. Helping students prepare for and participate in the conference;
 - 2. Explaining field assignments (process of recordings and assessment/service plans, journals);
 - 3. Emphasizing student success in applying social work values, knowledge, skills and cognitive and affective processes in the field assignment by means of practice behaviors;
 - 4. Examining student awareness of the steps taken in performing assignments. (The attitudes and feelings of students while performing, as well as after performing, the tasks are discussed);
 - 5. Review student involvement in engagement, assessment, intervention, and evaluation across client systems;
 - 6. Review student paperwork.
- D. Critiques student paperwork and returns promptly to the student
- E. Reviews student performance at the end of the semester, based upon field instruction agency visits, field assignments, and utilizing input from agency evaluation and student self-evaluation in meeting with the Agency Supervisor and the student and determines student grades.

F. Determines student grades based upon these assessments and other knowledge of the student in relation to their placement.

Criteria: Student learning is evaluated via the midterm and end-of-semester field evaluation tools. The criteria in the evaluation form reflect the objectives of field instruction and of the Program, as field experience is where students integrate and apply content from the social work curriculum.

5. Narrative describes how the program's field education program specifies policies, criteria, and procedures for **evaluating field-setting effectiveness** congruent with the social work competencies, including any additional competencies added by the program across all program options.

Policies: Field placement agency effectiveness is regularly reviewed by the faculty Field Instructor. If concerns are raised, steps will be taken to work with the agency to address the concerns. If the concerns cannot be addressed the agency will not continue as a field placement.

Procedures:

If the agency is not meeting Castleton University expectations of providing a professional field experience for students with sufficient quantity and/or quality of assignments, the following steps are taken:

- A. The faculty Field Instructor will meet with appropriate agency staff to determine if necessary changes can be made by the agency. This may be an ongoing process over the year. The faculty Field Instructor will inform the Field Director that this process is taking place.
- B. If agency cannot meet the program's needs and/or expectations and are unwilling or unable to change, the faculty Field Instructor will inform the Field Director
- C. The Field Director will meet with the appropriate agency staff and the faculty Field Instructor. If it is determined that the agency cannot meet the needs of the program, the program will no longer place students in that agency.
- D. Program faculty will be informed of any decision to discontinue the relationship with the agency.

Criteria: Field placement agency effectiveness is monitored regularly by the faculty Field Instructor who is on-site bi-weekly. Agency effectiveness is reviewed yearly at a minimum and more often as needed. Concerns regarding agency effectiveness will be addressed directly by the faculty Field Instructor.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 2.2.8: The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

1. Narrative describes how the program's field education program maintains contact with field settings across all program options

The Castleton University Social Work Program's field instruction model includes the faculty Field Instructor doing on-site bi-weekly field instruction for all senior field experience students. This leads to extremely close contact with field settings and instructors. Faculty Field Instructors and the Field Director often see agency staff at various meetings and settings, like the Project Vision meetings.

2. Narrative explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness across all program options.

In addition to the bi-weekly on-site presence of the faculty Field Instructors, the program holds bi-annual Agency Supervisors' meetings to review field placement policies and procedures, to increase inter-rater reliability on the field evaluation, and to share feedback from the Agency Supervisors regarding the effectiveness of the program. The faculty Field Instructor asks the Agency Supervisor to evaluate the Program's support of the field practicum at the end-of-semester student evaluation. A significant by-product of these meetings is that field instructors see themselves as part of the team that is training the students to be BSW graduates.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard B2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

1. Narrative describes how the program's field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options.

Faculty Field Instructors provide bi-weekly onsite supervision for all students, with designated field setting staff providing administrative supervision. All faculty Field Instructors are full-time members of the faculty with no less than 3 years' post-social work degree practice experience. All faculty Field Instructors hold a minimum MSW degree from a CSWE accredited social work program.

Where qualified BSW/MSW supervision is available, the faculty Field Instructor and Agency Supervisor may share responsibility through a collaborative relationship. BSW/MSW field instructors are used wherever possible. This model enables the Program to use field sites that either lack social work instructors, or whose qualified instructors could not provide the amount of time and attention necessary. This model has attracted field settings which might otherwise not be willing to provide field placements. This is important in a rural area where field settings are limited.

Agency Supervisors are required to have a minimum of one year of experience at their agency, required to participate in orientation and training by the Field Director, and have the recommendation of their instructor.

2. Narrative demonstrates that field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work.

All faculty Field Instructors have a master's degree in social work from a CSWE-accredited program and have at least 2 years post-social work degree practice experience in social work. Several Agency Supervisors hold a BSW or MSW and have more than 2 years post-social work degree practice experience in social work.

3. Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective.

When an Agency Supervisor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective through supervision with the faculty Field Supervisor and the field seminar.

4. Narrative describes how the social work perspective is reinforced.

Description of Reinforcement Process with Students:

Students who do not have an Agency Supervisor with a BSW or MSW degree are required to participate in a bi-weekly field seminar with the MSW faculty Field Instructors.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 2.2.10: The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

1. Narrative describes how the program's field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors across all program options.

Orientation: When the Program initially explores the viability of an agency as a field site, the mission, goals and objectives of the Program are discussed relative to the agency's ability and willingness to provide an experience that will be complementary to the classroom experience. During field instructor orientation conducted by the Field Director, the history of the Castleton University Social Work Program and the purpose and role of CSWE is reviewed. Agencies are given a folder that includes a copy of the *CSWE Educational Policy and Accreditation Standards*, the *NASW Code of Ethics*, and the Program's *Social Work Program Manual* that incorporates the Field Manual, the placement process, and the general profile of our students. The agency representative signs the *Agency Contract* indicating they are aware of and willing to implement the expectations of the program and their responsibilities. The Field Director asks Agency Supervisors if they would like additional orientation.

Field Instruction Training: Responsibilities for the agency and the program, NASW's Guide to Supervision, and using the Field Evaluation instrument are reviewed with new field instructors. The faculty Field Instructors regularly asks Agency Supervisors if they would like additional training or meetings with other Agency Supervisors. The Program, rather than the instructors, determine the nature and focus of the training. The vast majority says that what they receive from the Field Instructors is enough and that regular easy access to them fulfills this need. Additional training takes place at the bi-annual Agency Supervisors' meeting.

Continuing Dialogue with Field Settings and Field Instructors:

The program also holds a bi-annual field Agency Supervisors' luncheon to discuss success and challenge in the field program and to work to develop interrater reliability on the field assessment tool.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 2.2.11: The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

1. Narrative describes how the field education program develops policies regarding field placements in an organization in which the student is also employed across all program options.

It is the policy of the Castleton Social Work Program that students may be placed in field settings where they are employed. This is not encouraged but can be facilitated in larger agencies where students can get a different experience with the same population or if an agency work with different populations. However, it has happened several times where the agency, with the prior consultation and consent of the faculty Field Instructor, hired the student part-time during the second semester of their field placement.

2. Narrative describes how assignments and field education supervision are not the same as those of the student's employment.

The faculty Field Instructor will meet with the agency and student when there is a request that a student be employed by their placement. The faculty Field Instructor will work with the agency to ensure clear delineation between the placement expectations/student responsibilities and the work responsibilities/agency responsibilities. The faculty Field Instructor will also ensure that the Agency Supervisor for the field placement is not also providing supervision to the student as an employee.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Educational Policy 3.0- Implicit Curriculum: The Learning Environment

Accreditation Standard 3.0 — Diversity

Accreditation Standard 3.0.1: The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

1. Narrative describes the specific and continuous efforts the program makes to provide a learning environment that models affirmation and respect for diversity and difference across all program options.

Diversity in the Implicit Curriculum:

“The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.” (EP 3.0, 2015 EPAS)

Specific and Continuous Efforts of the Vermont State College System

The VSC’s commitment to supporting the diversity of its students, faculty, and staff is elaborated in the Vermont State Colleges Policy 311 and 311A on Non-Discrimination and Prevention of Harassment and Related Unprofessional Conduct. This policy is available through the VSC website and through the university website.

<https://www.vsc.edu/wp-content/uploads/2016/10/Policy-311-Non-Discrimination-and-Prevention-of-Harassment-and-Related-Unprofessional-Conduct.pdf>

<https://www.castleton.edu/campus-life/student-resources/university-handbook/harassment-hazing-sexual-misconduct-stalking/sexual-misconduct-domestic-violence-dating-violence-and-stalking/>

The non-discrimination policy applies equally to VSC employees:

https://s3.amazonaws.com/castleton/files/resources/equal_opportunity.pdf

Article 8 of the AGREEMENT BETWEEN VERMONT STATE COLLEGES AND VERMONT STATE COLLEGES FACULTY FEDERATION, UNITED PROFESSIONS AFT VERMONT, LOCAL 3180, AFL – CIO (2018-22) states:

The parties shall not discriminate against any faculty member or against any applicant for employment in positions in the faculty by reason of age, race, creed, marital status, color, sex, sexual orientation, gender 12 identity, gender expression, religion, disability, ethnicity, national origin, citizenship, union activity, political activity, veteran status, membership or non-membership in the Federation, or any other category protected by law. However, an applicant for employment may not file a grievance under this contract for alleged violations of this provision but may pursue whatever rights he/she has under state or federal law. The Colleges recognizes the duty to reasonably accommodate a faculty member's religious beliefs unless doing so would result in undue hardship on the Colleges, consistent with state and federal law.

<https://www.vsc.edu/wp-content/uploads/2019/11/Full-Time-Faculty-Federation-Agreement-2018-2022-1.pdf>

The *Agreement* has criteria for remuneration, rank, reappointment, promotion, tenure, and layoff, all of which are applied indiscriminately based on credentials held, prior experience, years of service in the VSC, performance areas, and seniority. An individual believing him/herself the victim of discrimination has recourse through the grievance process and/or state and federal law. The criteria for personnel decisions contained in *The Agreement* were designed to eliminate any possibility of bias in those decisions throughout the VSC.

Salaries (*Federation Agreement* Articles 28 and 29, pages 66-76) are comprised of a base paid to all faculty, plus points determined by credentials held, rank, VSC experience, and relevant non-VSC experience. No individual may negotiate his/her own salary. Criteria for Faculty Evaluation to be used for improving instruction and to aid in determining whether or not a faculty member shall be reappointed, promoted, or tenured are detailed in Articles 21, 22, and 23 pages 45-58 (appended), and include the performance areas of Teaching Effectiveness, Professional and Scholarly Activity, and Service to College and Community.

Specific and Continuous Efforts of Castleton University

Vermont, historically, has had one of the lowest populations of racial minorities in the United States. While there has been an increase in racial diversity, that increase has occurred primarily in the northern part of the state, particularly in Burlington, the state's largest city. Castleton's Vermont students come mostly from the southern part of the state. Despite efforts, Castleton University has had very limited success in attracting racially diverse students, both within and outside Vermont, though both the university and the Social Work Program would very much like to increase this element of diversity. The university is increasing its diversity through the recruitment of international students with notable success. In 2020 there are students from 36 countries all over the world.

One of the program's three faculty is African American. Vermont does have diversity within its population of age, class, disability, gender, gender identity and expression, immigration status, political ideology, religion, sex, and sexual orientation.

NON-DISCRIMINATION, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Both the Vermont State Colleges and Castleton University have clear and strong policies regarding nondiscrimination. These policies are published in the Undergraduate Handbook and in the Application for Admission. According to the Castleton University Non-discrimination Statement (*Undergraduate Catalog*, <https://www.castleton.edu/campus-life/student-resources/university-handbook/non-discrimination-statement/>)

“Every member of Castleton University should work to ensure non-discriminatory processes and practices with faculty, staff, and students. Qualified students are recruited for, admitted to, and participate in all university programs without discrimination on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, veteran status, or disability. The university will provide reasonable accommodations to create equal opportunity for students with known disabilities. Faculty, administrators, and staff are employed without discrimination on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, veteran status, or disability unrelated to job requirements. The university will make reasonable accommodations to the known disability of an otherwise qualified applicant or employee. Additionally, the university will engage in affirmative efforts to recruit, admit, and support students, and to recruit, employ, and support employees, in order to achieve the diversity which advances the educational mission. Castleton University complies with State and Federal Laws related to equal opportunity and non-discrimination. Any questions or complaints about potential or perceived discrimination in violation of any State or Federal Law should be directed to Janet Hazelton, Equal Opportunity Officer, Campus Center, (802) 468-1208; or the Vermont State Colleges Office of the Chancellor in Montpelier; or the Vermont Office of the Attorney General; or the Equal Opportunity Employment Commission in Washington, D.C. Please contact Janet Hazelton, Equal Opportunity Officer, if auxiliary aid or service is needed to apply for admission or employment. The university will provide reasonable accommodations to the known disability of an otherwise qualified applicant or employee.”

Castleton University Application for Admissions
<https://www.castleton.edu/admissions/application.pdf>

<https://www.castleton.edu/campus-life/student-resources/university-handbook/disability-services-and-accommodations/>

<https://www.castleton.edu/academics/academic-support/academic-support-center/disability-services/policies-and-procedures-for-requesting-academic-accommodations/>

Castleton University has a *Faculty Hiring Process: Guidelines and Required Forms (2017)* document which clearly delineates college policies and procedures for hiring new faculty. The first step, once a search committee has been formed, is a review with the search committee with the Affirmative Action Officer or their delegate on fair hiring practices. Included in the document are two non-discrimination statements, one of which must be used in publications, job applications, work-study agreements, co-op agreements, position announcements, etc. Reports from the search committee must be filed with the Affirmative Action Officer regarding non-discriminatory practices on the part of the committee.

All new employees are required to attend workshops on sexual harassment and ADA. All students, faculty, administrators, and staff can review the *Student Handbook* online which contains the VSC *Nondiscrimination Statement*, Harassment, Hazing, and Disability Services and Accommodations. Student orientation sessions also address these issues. The *Student Handbook* is reviewed at various points during orientation, including by FYS (First Year Seminar) faculty. Hard copies are not distributed. Students are directed to the website.

Beginning in academic year 2019-2020, faculty and staff are required to follow Policy 316. This Policy provides guidance to all members of the Vermont State Colleges System ("VSCS") community on how to protect minors from abuse, including sexual abuse, and neglect and provides information on mandatory reporting of child abuse and neglect under Vermont law. This policy requires all faculty and staff to participate in training made available through the VSCS.

Castleton University has endeavored to create an environment that is reasonably rich in its appreciation of diversity. Easily noted are staff members, students, academic content and activities that reflect human differences in age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

The Soundings Program has recently entered its 42nd year. Since its inception, the program has brought to the campus a variety of speakers, performers, and entertainers who modeled diversity from all levels of society, from the local to the global. The Cultural Affairs Committee whose membership is diverse directs this program. Some of the participants/activities from the past include personalities who were influential in an array of civil rights for minority groups both past and present including a variety of writers, poets, academics, and entertainers from most areas and orientations. These events include the International Film Festival, a viewing and discussion with Lt. Governor David Zuckerman of "Under the Bridge", Samite, 3-2-1 Powerful Story,

A Woman Ain't I, Ballet Folklórico Nacional, Folklórico Dance and Indigenous Culture Talk back, and Dealing with Trauma Through Art Lecture.

Castleton University launched the CU/See Me Initiative in the Fall 2019 semester as a way for members of the Castleton family to get together to recognize diversity and identity in a positive way. This initiative followed an increase in diversity related discussion on campus the previous academic year. The initiative will hold a variety of events under the CU/See Me umbrella in an effort to bring people together to increase curiosity and acceptance of differences. The kick-off event under the CU/See Me umbrella was "The Curious Incident of the Dog in the Night-Time," presented by the Theater Arts and Music Departments from Nov. 7-10, 2019. Events in the spring 2020 semester have included "2020 Vision," which invited all of campus for a presentation of videos, music, and monologues focused on a diversity theme. The initiative will also include a video component around the theme, "you don't know me by looking at me." Faculty will recruit student filmmakers and arrange interviews with CU students to produce a video that highlight individual difference on campus.

The entire campus observes the Martin Luther King, Jr., holiday on the day after his birthday if the university is in session. All staff, faculty, and students are excused from their responsibilities in order to attend the university-wide event. In addition, both historically and currently, college-based activities provide students and staff with opportunities to become fully immersed in the acknowledgement of the contributions made by Dr. King.

The world languages program has made available to the university community programs and activities that include aspects of Hispanic, Asian, and Middle Eastern cultures. As such, community members are involved in language utilization, the celebration of holidays, food preparation, dress, music, and other culturally based rituals. Travel opportunities to various countries are also available throughout the year. The program has begun to offer courses in Arabic and Chinese. The University additionally offers summer and semester programs in Greece, London, Central America, and Santa Fe, New Mexico. There are various courses centered on other cultures, particularly Asian and Africa.

LGBTQ+ Spirit week is celebrated throughout the campus during the month of April. The university sponsors the Spartan Pride student organization, a support organization for gay, bisexual, lesbian, transgendered students, and friends. Social work faculty have historically supported this group through participation in regular meetings and working with leadership to review diversity curriculum for certain classes. Faculty invite leadership from this group to make presentations in social work classes.

Specific and Continuous Efforts of the Social Work Program

The Social Work Program embraces the VSC and CU policies on non-discrimination as consistent with the values and ethics of the social work profession. The program has always been conducted in a way to invite and ensure access to any and all interested students.

The Social Work Program has deliberately chosen to be inclusive by not having early criteria for admission. The program faculty believes in a basic social work tenet that all individuals have the capacity for growth and change, and students should all be afforded that opportunity. The program policy and practice of inclusiveness means that any student may declare social work as a major. Those students who self-identify as having a disability will be accommodated in cooperation with the university's Academic Support Services. Students may be counseled out of the program strictly on the basis of deficiencies in academic performance or in professional skills, attitudes, and values. The policy regarding admission and criteria for dismissal is discussed fully under Accreditation Standard 2.2.

The Social Issues Club is sponsored and advised by the Social Work Program, but it is open to students from the entire university community and has members who vary by age, gender, sexual orientation, family structure and ethnicity. This group has selected and sponsored projects that embrace human diversity. This year, the club sponsored a "homeless" night sleeping outdoors to heighten students' empathy for and awareness of homeless Vermonters and a community discussion on poverty in Vermont.

Further exposure to human diversity is reflected in the array of experiences that students engage in as they complete their field practicum. The make-up of the consumer populations of the agencies used include variations of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Agency supervisors' characteristics are consistent with those found among program and CU staff as we actively seek out diverse individuals. Current Agency Supervisors represent the adult age-span, are both males and females, and represent a range of ethnic groups. Many agencies serve individuals representing different diverse groups and all agencies are encouraged to provide field placement students with the opportunity to observe and work with these vulnerable populations within the context of the agency setting. For example, among the populations served by field placement agencies for 2019-2020, students engage the poor and middle class at numerous field placement sites. They encounter the disabled at the Community Access Program and the Pines Nursing and Rehabilitation Center. They work with children from extremely poor families in the public-school placements and at Head Start. Agencies selected for use by the program have non-discriminatory policy guidelines that shape their operation.

The lack of sustained student contact with significant numbers of individuals from a wide array of racial groups is compensated for, in addition to students' exposure to curricula content that is rich in diversity, through many extracurricular cultural events. The program's commitment to diversity is exemplified through its faculty, support for diverse students, promotion of campus events and opportunities for increased cultural awareness.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.

1. *Narrative explains how these efforts provide a supportive and inclusive learning environment across all program options.*

Implicit Curriculum Efforts (listed in AS 3.0.1) Impact on the Learning Environment:

Attention to diversity is a high priority to Castleton University and to the Social Work Program. The efforts listed in AS 3.0.1 provide a supportive and inclusive learning environment at the university, in the program, in field placements, and in the individual classrooms by creating a heightened sensitivity to issues specific to areas of diversity and their intersectionality and opportunities for student to engage in cultural competence. For many of our students, Castleton University is the first place where they are exposed to these themes and have a place where they can safely process the cognitive and affective process related to their understanding of and experience with issues of diversity, prejudice, discrimination, and oppression.

The Social Work Program has an internal and external reputation of being supportive of diversity. Over the years, both the Social Work Program and CU have attempted to recruit and retain members of diverse populations as the majority of our students are from Vermont, which is largely Caucasian. The university has 50 students whose country of residence is other than the US and 97 students who are permanent residents or another non-citizen status. Recently, the program graduated two students whose families emigrated from Africa, and a student from France. The program currently has two students whose families emigrated from Kenya and Grenada.

The program otherwise is enriched due to its makeup of both a traditional and nontraditional student body, individuals that reflect human differences in age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. These differences are honored and celebrated in the classroom and all learning environments, including fieldwork, residences, and the broader campus community. Students with difference are respected as experts in their situation and help to educate their peers and faculty as they feel comfortable. We have had students teach on diversity issues such as the use of preferred pronouns, the impact of physical and mental health disabilities, cultural practices, religious/spiritual practices, and being a single parent, working, and going to school full time. We remain committed to the attainment of a program that reflects all aspects of diversity.

The Social Work Program provides a learning context that is reflective of the VSC's, the university's, and social work profession's commitment to and respect for the totality of human diversity. Curricula content, faculty composition, student make-up, field placement sites, the Advisory Council, the Agency Supervisors, and the faculty Field Instructors reflect various aspects of diversity. When taken as a whole, an enriched

learning process is experienced within the program. More specifically, current social work faculty both full and part-time, model diversity in relationship to race, ethnicity, gender, and age. One faculty member regularly conducts workshops, leads forums, gives presentations on various topics of diversity to members of the broader Vermont community, and is on the New England Regional Civil Rights Commission.

Social work faculty members demonstrate respect for diversity and difference in their interactions with students and the broader community in all learning environments. Achieving a diverse student body has been an ongoing challenge for the university and Social Work Program. This is made especially difficult given to the lack of racial/ethnic diversity in Vermont. There is some racial/ethnic diversity in our program, and there is a great deal of intersectionality of other areas of diversity in our program.

Due to the culture that has been created by the university and the Social Work Program, it is expected that students engage in the available opportunities for exposure to diversity. In doing so, they are aware of our emphasis and celebration of diversity of thought, experience, and opinion, preparing them for a world that values diversity.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

1. Narrative describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities across all program options.

Implicit Curriculum Plans:

The program uses the Social Issues Club and the Humans Services Graduate and Job Fair to recruit diverse student from the campus community to become social work majors. Faculty members visit local high schools where racial/ethnic diversity is more prevalent to share the value of the social work profession with interested students. Faculty also participate in the Sophomore Summit every October, where several local school districts with greater diversity bring their students to discuss work/higher education options. Program leadership has had conversations with admissions about seeking out increased diversity in students being admitted into the program. Program faculty has also been part of the Presidential Advisory Committee on International Students, guiding the president toward increasing the number of international students on campus and giving them resources to increase their likelihood for success.

The Social Work Program is committed to continuing its policies and educational learning outcomes in regard to diversity and non-discrimination toward its diverse members. Over the last several years the program has enhanced its courses' content with respect to diversity curriculum content. New videos on diverse populations have been ordered through the Educational Resource Committee and shelved at the Coolidge Library. The Social Work Social Issues Club members work with other diverse clubs on campus and have attended several regional conferences in other states where they meet faculty and students of diverse backgrounds. Social work students are encouraged to participate in volunteer efforts in the community where they are further exposed to diversity. Faculty also attend national conference where the participants and sessions content are much more diverse.

At the program's annual review meeting, faculty discuss feed-back received from students in the SWK 4070 Senior Capstone Seminar course. Students have expressed a desire for additional diversity content in courses. The faculty has responded to these requests and will continue to explore new ways of infusing additional content into the curriculum in the future.

Program Options:

Select One:

- ☒ The program has only one (1) option.

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

Admissions

Accreditation Standard B3.1.1: The program identifies the criteria it uses for admission to the social work program.

1. *Narrative identifies the criteria the program uses for admission to the social work program.*

Admission to the university is determined by the Admissions Department. As per university policy, a student may declare any major at any time. Students do not apply for admission to the social work program until second semester of their junior year. Application criteria require students to have completed core social work foundation courses with a GPA of 2.0 or higher and to complete an application essay. These criteria serve to ensure preparation of graduates to develop a professional identity which incorporates the knowledge, skills, values, and ethics of the social work profession. Students are not deemed to be an official social work major in the program until they have been admitted by the program faculty in the second semester of their junior year.

1. During the second semester of the junior year the student must submit an **application to the social work program**. This application includes a review of their grades in their core social work courses and a letter that identifies why the student has chosen social work as a major, related experience, their professional objectives upon graduation, and strengths and areas needing improvement. A statement of the student's personal values demonstrating congruency with social work values and ethics shall be included in the letter. The application is reviewed by the full-time program faculty.
2. In the same semester **an interview with program full-time faculty** will be scheduled as part of the admission process. This will allow the student to meet program faculty members and the faculty to assess the prospective student's academic accomplishments, personal attitudes, skills, values and cognitive and affective processes that indicate reasonable promise in social work, as can be determined in the university setting. An admission decision will be made at this meeting.
3. Students must sign a **Student/Program Contract** upon acceptance by social work faculty into the Social Work Program.
4. The registrar's office is informed by the Program Director of the student's **acceptance into the program**.

The admission standards and process allow the faculty and applicant the opportunity to determine if a goodness-of-fit exists between the applicant and the goals, values, and objectives of the program and profession.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

1. *Narrative describes the policies and procedures for **evaluating admission applications**.*

Policies: All program applications are reviewed by all full-time program faculty in the 2nd semester of the 3rd year. Full-time members of the faculty meet in-person with applicants in a group interview.

Procedures: Prior to the admissions interview, each member of the faculty reviews each admissions package and makes notes to discuss with the student at their interview. Grades and grade point averages are confirmed through Web Services. Faculty ask questions of the students during the interview based on their application, their knowledge of the student from having them in previous classes and any follow up on questions asked during the interview. Students are allowed to ask questions of the faculty at the end of the interview. After the interview, faculty meet to discuss their recommendation for or against acceptance.

2. *Narrative describes the policies and procedures for **notifying applicants of the admission decision**.*

Policies: Applicants are notified of the admission decision immediately following their interview and faculty discussion.

Procedures: Students are asked to step out of the interview room for the faculty to deliberate. They are brought back into the meeting space immediately following the deliberation and verbally informed of the faculty's decision to admit, conditionally admit, or deny admission. Students are specifically informed of any reason for not being fully accepted. They are also given information about grievance procedures. Any decision other than to admit are specifically documented on the admission form which is kept by their advisor in their application file.

Program Options:

Select One:

- ☒ The program has only one (1) option.

3. *Narrative describes the policies and procedures for **notifying applicants of any contingent conditions** associated with admission.*

Policies: Students who have any conditions on their acceptance are notified of such at the time they are notified of the admissions decision.

Procedures: Students who are conditionally admitted are verbally informed following their interview and faculty deliberation. The conditions are noted on their application form as to the reason why, under what conditions, and notified when the conditions will be reviewed and a decision on continuation in the program will be rendered.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.1.4: The program describes its policies and procedures concerning the transfer of credits.

1. *Narrative describes the program's policies and procedures concerning the transfer of credits.*

Policies: General education credits from another institution within the Vermont State College System are automatically transferred. General education credits from an external institution are reviewed by the registrar's office. Credits to be transferred from two-year colleges for required social work courses are reviewed by the program faculty and become part of a formal pathway/articulation agreement between the schools. Links to these articulation agreements/pathways are identified in the program manual and are available on the Castleton webpage. Credits from other CSWE accredited social work programs are accepted, with review. Other credit transfer requests are reviewed by the professor teaching the course where the substitution is requested. Department chair and Dean of the College approval is required. General Education credit transfers also need approval from the General Education Committee.

Procedures: The Social Work Program and CU works to develop articulation agreements/pathways between two-year institutions within and outside of the VSC. This currently includes CCV and SUNY Adirondack. Social work courses requested to be transferred for credit are reviewed in collaboration with the program and the registrar's office. This review entails catalog description, review of course syllabi, and a review of the accreditation status of the institution and program by CSWE. Students must have earned a "C" or better for a required social work course to transfer to CU. Each student's transcript is reviewed on an individual basis by the registrar's office, in accordance with any articulation agreements developed with the program to determination of credits to be granted. This review is designed to ensure non-repetition, that the course to be transferred was taken at the same level with the same prerequisites, and that the course contained comparable content to the CU course. The program does not accept transfer of credit for required social work courses from

programs that are not accredited by CSWE. This policy is stated in the student *Social Work Program Manual* on page 6. The final thirty credits must be taken at CU to earn the BSW degree from Castleton. Since field practicum is senior level, students cannot take it elsewhere and receive a BSW from Castleton.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

1. *Narrative submits the program's written policy indicating that it does not grant social work course credit for life experience or previous work experience.*

The CU Social Work program does not grant social work course credit for life experience or previous work experience.

2. *Narrative documents how the program informs applicants and other constituents of this policy.*

This policy is stated on page 6 of the Program Manual and on its CU webpage. Students are also verbally informed by their advisor.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Advisement, Retention, and Termination

Accreditation Standard 3.1.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

1. Narrative describes the program's academic **and** professional advising policies and procedures across all program options.

Academic Advising:

Policies: Social work majors must have an advisor who is a full-time member of the program faculty. Full-time faculty do not advise students during their first year. Advisors are required to maintain regular contact with the advisees at a minimum of once a semester.

Procedures: Academic advisement is crucial to ensuring that program objectives and goals are met within the learning context at Castleton. Students are guided to enroll in the appropriate courses at the appropriate time in their academic career through advisement, following the program's curriculum map. Social Work Program faculty provide formal academic advising biannually prior to the registration period. Faculty also provide informal ongoing academic advising on a routine basis. Social work faculty are all housed closely together in a single building-Leavenworth Hall. It is customary for faculty to keep their office doors open so as to be available to students. Faculty office hours are posted on faculty members doors. Among the three faculty members, someone is typically available to meet in person with social work students between the hours of 9:00 AM and 5:00 PM, Monday through Friday. It is common for students to just drop in and visit with faculty on an informal basis. Faculty are generally available through email outside regular hours. Castleton University is in the process of implementing AVISO software to enhance academic advising by having all student academic information readily available to the advisor and to inform advisors when student are at risk for class failure or non-retention.

Students are not allowed to electronically enroll in social work courses without the consent of their academic advisor. Advisors are assigned to new social work majors equally from a list of majors sent by the academic dean's office. The Academic Dean's office then sends a formal letter to each student informing him/her of the name of their advisor and recommending that the advisor be contacted. Students who wish to transfer their major to social work from another program at CU typically approach a full-time social work faculty member to request they become their advisor. The advisor and student complete and sign the *Change of Advisor* and *Change of Program* form. The student brings the forms to the registrar's office. Students learn about academic advising procedures through the new student orientation program.

The Social Work Program's advising policy and procedures are clearly presented and specified for students and faculty in the *Social Work Program Manual*. Faculty are

available on an as-needed basis for student advisement without an appointment due to the small program enrollment size and informality. Professional advisement is included in these sessions as well. Students in the advising process are also provided information that is relevant to the overall social work education program thus ensuring the integrity of the learning objectives and goals outlined for the program.

In regard to grades, students must achieve a C letter grade in the Social Work Practice I, II, & III and Field I courses as well as a cumulative 2.0 GPA in all foundation curriculum content area courses. Otherwise, the student must retake the course. Students may take a course again to receive a better grade if necessary.

Professional Advising

Policies: Professional advising is provided to all social work majors as part of academic advising.

Procedures: Social work majors are professionally advised as appropriate during their academic advising. This is different than academic advising, although some aspects of academic advising impact professional advising, such as graduate school admissions and state licensing requirements. Professional advising includes notices of employment opportunities, review of US Bureau of Labor Statistics reports, notification of professional development opportunities outside of the university, identification of field placements that have a history of hiring former interns, and review of graduate school opportunities.

2. Narrative documents that professional advising is provided by social work program faculty, staff, or both across all program options.

Academic and professional advising is provided by full-time social work program faculty.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.1.7: The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

1. *Narrative submits the program's policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures, across all program options.*

Evaluating Student's Academic Performance

Policies: Student academic performance is evaluated by the course professor and concerns are reviewed by program faculty at bimonthly program meetings.

Procedures: Specific criteria for evaluating student academic performance are given in each course syllabus. Program requirements for overall academic performance are described in the Application to the Social Work Program, the *Program Manual*, and the *Student/Program Contract*. Academic requirements for continuation in the Social Work Program are discussed in the *Social Work Program Manual* and academic eligibility for field instruction are outlined on page 6. Termination criteria for academic reasons are delineated on page 7. Students must earn a grade of C or better in Practice 1 to enroll in Practice 2 and students must earn a grade of C or better in Practice 2 to enroll in Practice 3. Students must be concurrently enrolled in Practice 2 to enroll in Field 1 and in Practice 3 to enroll in Field 2.

Academic Performance Grievance

Policies: Students may grieve academic grades following the university grievance procedures.

Procedures: Grades for academic performance assigned by instructors are normally final. However, a student who believes a serious grading error has occurred has several options. A student with a complaint about a grade should first speak with the instructor and explain why the student believes an adjustment is in order. If the student is not satisfied with the instructor's response, the student may speak with the chairperson of the department that offered the course, explain his/her point of view on the matter, and ask that the chairperson intervene on the student's behalf. Any student who continues to believe that a serious grading mistake remains uncorrected after these procedures has the right to appeal to the Academic Dean. Students must make such appeals in writing and explain why they believe they earned a grade higher than the one they were awarded. They should also include any evidence they have that supports their position. Absent clear and fully substantiated evidence of error or prejudice, the Academic Dean will not overturn the decision of a faculty member in regard to the assignment of grades.

Evaluating Student's Professional Performance

Policies: Social work students are expected to conduct themselves in accordance with social work values in the classroom, in field work, and in the broader learning environment. Students are taught that their professional behavior should be guided by and in accordance with the NASW Code of Ethics. Students are also accountable for their behavior as citizens of the broader Castleton community.

Summative fieldwork performance is evaluated by at the mid-term and at the end of the semester by the faculty Field Instructor using the Field Evaluation tools. Formative evaluation is also conducted routinely throughout the professional placement.

Procedures: Inappropriate campus behaviors are reported to faculty advisors by the Dean of Students. The impact of these behaviors on continuation in the program are reviewed by program faculty on a case-by-case basis. Students are expected to be good neighbors and good citizens. When a student reports behaviors outside of the classroom that could potentially violate this policy, the situations are reviewed by program faculty on a case-by-case basis. Students are expected to inform their faculty advisor of any behavior off-campus that could potentially violate this policy. Failure to do so can be interpreted as dishonesty and a violation of social work values.

Field evaluations are conducted at the midterm and end of semester by the Agency Supervisor and the student. Midterm evaluations are used to determine if there is a need to an action plan to try to recover the student's placement. End-of-semester evaluations are conducted by the Agency Supervisor and the student and reviewed with the faculty Field Instructor. The faculty Field Instructor determines the grade for the student's professional performance using these tools and their interactions with the student. This grade and other academic grades are used to determine if they will continue in the program. A student must earn a grade of C or better in Field 1 to enroll in Field 2.

Professional Performance Grievance

Policy: Students may grieve grades for professional performance following the program university grievance policy.

Procedures: Grades for professional performance assigned by instructors are normally final. However, a student who believes a serious grading error has occurred has several options. A student with a complaint about a grade should first speak with the instructor and explain why the student believes an adjustment is in order. If the student is not satisfied with the instructor's response, the student may speak with the chairperson of the department that offered the course, explain his/her point of view on the matter, and ask that the chairperson intervene on the student's behalf. Any student who continues to believe that a serious grading mistake remains uncorrected after these procedures has the right to appeal to the Academic Dean. Students must make such appeals in writing and explain why they believe they earned a grade higher than the one they were

awarded. They should also include any evidence they have that supports their position. Absent clear and fully substantiated evidence of error or prejudice, the Academic Dean will not overturn the decision of a faculty member in regard to the assignment of grades.

2. Narrative describes how the program informs students of the program's criteria for evaluating their academic and professional performance and its policies and procedures for grievance across all program options.

Evaluating Student's Academic Performance

Evaluation Criteria: Students must receive a grade of C or better in Practice 1 to enroll in Practice 2. Students must receive a grade of C or better in Practice 2 to enroll in Practice 3.

How Students are Informed of Criteria: Students are verbally informed at the beginning of practice courses, it is written in the course syllabi, and it is in the *Program Manual*.

How Students are Informed of Academic Performance Grievance Policies and Procedures: Grievance policies and procedures are written in the *Program Manual*.

Evaluating Student's Professional Performance

Evaluation Criteria: Students must receive a grade of C or better in Field 1 to enroll in Field 2.

How Students are Informed of Criteria: Students are verbally informed at the beginning of practice courses, it is written in the course syllabi, and it is in the *Program Manual*.

How Students are Informed of Professional Performance Grievance Policies and Procedures: Grievance policies and procedures are written in the *Program Manual*.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.1.8: The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

1. *Narrative submits the program's policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance across all program options.*

Termination Based on Academic Performance

Policies: Academic expectations are articulated in each course syllabus. Termination is decided by the full-time program faculty.

Procedures: A student's enrollment in the social work program for reasons of academic performance may be terminated due to:

1. Failure to maintain a 2.0 GPA in required social work courses
2. Failure to earn a grade of C or better in Practice and Field Courses
3. Inadequate written or verbal communication skills.
4. Unresolved personal issues that impair performance in the classroom or in field instruction.
5. Lying, cheating, or plagiarizing in coursework or fieldwork.
6. Excessive class or fieldwork absences or tardiness.
7. Persistent inability to meet deadlines on assignments and projects.

Termination Based on Professional Performance

Policies: A professional social work practitioner must, in addition to knowledge, demonstrate the acquisition of professional attitudes, values, and skills, and commitment to the Code of Ethics of the National Association of Social Workers (NASW). Areas that constitute grounds for nonacademic termination from the Social Work Program include: failure to meet generally accepted standards of professional conduct: personal integrity; emotional stability requisite for professional practice; inappropriate or disruptive behavior toward colleagues, faculty, clients, or staff (at school or field placement); violation of the NASW Code of Ethics; failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships (e.g. unable to demonstrate nonjudgmental attitudes toward others; unable to support client self-determination); unresolved personal issues that impair performance.

Procedures: When Program faculty believe there is a reason to terminate a student from the program for academic or professional reasons, they will meet to discuss the situation and come to a consensus. If the faculty determine that a student's deficiencies cannot be readily corrected, the student will be asked to withdraw from the program or terminated. The faculty will meet with the student to discuss reasons for the recommended withdrawal or termination. Identified deficiencies will be substantiated in writing by the faculty. Students who are terminated from the program for personal or

professional reasons may contest the decision in writing following the grievance procedure outlined above.

2. Narrative describes how the program informs students of these policies and procedures across all program options.

How Students are Informed of Academic Performance Termination Policies and Procedures: Academic Performance Termination Policies and Procedures are articulated in the Program Manual. They are reviewed as needed by the faculty advisor.

How Students are Informed of Professional Performance Termination Policies and Procedures: Professional Performance Termination Policies and Procedures are articulated in the Program Manual. They are reviewed as needed by the faculty advisor.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Student Participation

Accreditation Standard 3.1.9: The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

1. Narrative describes the program's policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs for each program option.

Policies Specifying Students' Rights to Participate in Academic and Student Affairs Policymaking: Students have the right to participate in academic and student affairs policy making regarding the Social Work Program through the Advisory Council and through direct communication with their faculty advisor. Students also have the right to participate in the Student Government Association to address these issues at the university level.

Procedures Specifying Students' Rights to Participate in Academic and Student Affairs Policymaking: Social work students elect a representative to the Advisory Council in the second semester of their junior year. This student participates on the Council for their senior year. Additionally, since the Advisory Council is an open meeting, any student is welcome to attend the meetings and express themselves. The Student Government Association conducts yearly elections for officers and is also an open meeting. Representative from the SGA attend Faculty Assembly meetings and have regular meetings with the university president.

Policies Specifying Students' Responsibilities to Participate in Academic and Student Affairs Policymaking: It is the responsibility of the individual student to participate in academic and student affairs policy making.

Procedures Specifying Students' Rights to Participate in Academic and Student Affairs Policymaking: Students are reminded by faculty of the opportunities to run for elected positions in the program and university to represent their peers. In the social work program, the Program Director runs the election during Practice 1 for the representative to the Advisory Council and NASWVT.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.1.10: The program describes how it provides opportunities and encourages students to organize in their interests.

1. Narrative demonstrates how the program provides opportunities and encourages students to organize in their interests for each program option.

Provides Opportunities for Student Organization: The program provides opportunity for student organization through the Social Issues Club. The university provides opportunity through the Student Government Association.

Encourages Student Organization: Participation in the Social Issues Club is encouraged in classes and through a bulletin board near the social work faculty offices. Social work faculty post newspaper articles about Club activities. The program sponsors an ice cream social in the fall semester to bring students together to learn about the Club and its activities. Participation in the SGA is encouraged in classes and representatives are given the opportunity to address classes when requested.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.2 — Faculty

Accreditation Standard 3.2.1: The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

1. The program submits a complete faculty summary form and uniform faculty data forms (CVs) for each full- or part-time faculty member teaching in the current academic year.

Faculty Summary Form

Provide the information requested below for all faculty employed in full- and part-time positions ***within the past academic year.***
However, if the program experiences major changes to faculty composition prior to self-study submission, please provide the most up-to-date information.

2019-2020														
Initials and Surname of Faculty Member	Title	Hire Date	Race / Ethnicity	Gender	Tenure Track (Yes/No/ NA)	Teaching Practice Courses (Yes or No)?	Years of Practice Experience		Years of Employment as Full-Time Educator*				Percentage of Time Assigned to Program**	
									Previous Positions*		Current Position*			
							Post-BSW	Post-MSW	BSW	M S W	BSW	M S W	BSW	M S W
LBrown	Professor	8/1/84	Black	M	Y	Y	4	7	7	3	35	0	100	0
MReeves	Assistant Professor	8/1/16	White	M	Y	Y	32	27	.75	0	3.5	0	100	0
MMiles	Assistant Professor	7/13/19	White	F	Y	Y	0	5	2	0	1	0	100	0
MMcCartney	Part-time Professor	1/1/11	White	F	N	N	0	0	0	0	9	0	25	0
JdeBoer	Part-time Professor	8/1/16	White	F	N	N	0	0	0	0	3.5	0	25	0
MKurath	Part-time Professor	8/1/18	White	F	N	N	21	11	.5	0	2	0	25	0
SBinshadler	Part-time Professor	8/1/19	White	F	N	N	0	0	0	0	1	0	12.5	0
TOTAL FTE OF ALL FACULTY:													3.875	0

*Combine full-time and part-time work into full-time equivalence years of full-time teaching, based on your institution's workload policy.

**If part-time, identify percent of a full-time workload assigned to the program, based on your institution's workload policy.

Faculty Data Forms (CVs)

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member Luther Brown

2. Degree information

Degree	DSW/PhD
Institution Granting Degree	Columbia University
Major	Social Welfare
Date Awarded (month/year)	5/1990

Degree	MSW
Institution Granting Degree	SUNY Albany
Major	Social Work
Date Awarded (month/year)	5/1971

Degree	BS
Institution Granting Degree	Savannah State College
Major	Science: Chemistry
Date Awarded (month/year)	6/1963

3. Academic appointments

Employing academic institution	Castleton University
Title	Professor
City and state	Castleton Vermont
Start date (month/year)	8/1984
End date (month/year)	

Employing academic institution	Rutgers University
Title	Lecturer
City and state	New York New York
Start date (month/year)	9/1977
End date (month/year)	5/1983

4. Professional post-baccalaureate and post-master's social work experience

Employer	Grey Case Management
Position	Therapist/Mental Health Clinician
City and state	Rutland Vermont

Start date (month/year)	5/1991
End date (month/year)	8/1994

Employer	NYC Department of Social Services
Position	Social Case Worker
City and state	New York New York
Start date (month/year)	10/1968
End date (month/year)	10/1973

5. List your current professional, academic, community-related, and scientific memberships.
 Academy of Certified Social Workers, 1972-present
 National Association of Social Workers, 1972-present
 Vermont Association of Social Workers, 1984-present
 Association of Baccalaureate Social Work Program Directors, 1987-present
 Faculty Affairs Committee, Castleton University

6. List your community service responsibilities and activities for the last 3 years.
 Board Member, Vermont Advisory Committee, The U.S. Civil Rights Commission, 2012-present
 Vice President, Board of Directors, Rutland Dismas House
 Commissioner, Rutland Police Department, 2014-present
 Member, VSP Advisory Committee on Fair and Impartial Policing, 2015-present
 Member, NAACP, Rutland Chapter, 2015-present
 Presidential Advisor, Committee on International Students
 Coordinator and Faculty Member, Social Work Program Search Committee, 2017-19

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. N/A

8. List your professional presentations presented during the last 5 years. N/A

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
 Co-author, Racial profiling in Vermont, The Vermont Advisory to the U.S. Civil Rights Commission, August 2009.

10. Include any other relevant information below
 Licensed MSW State of New York 1995-present

1.Name of faculty member Michael Reeves

2.Degree information

Degree	PhD
Institution Granting Degree	University of Connecticut
Major	Social Work
Date Awarded (month/year)	5/2018

Degree	MSW
Institution Granting Degree	Boston University
Major	Social Work
Date Awarded (month/year)	5/1993

Degree	BA
Institution Granting Degree	Providence College
Major	Social Work
Date Awarded (month/year)	5/1988

3. Academic appointments

Employing academic institution	Castleton University
Title	Assistant Professor
City and state	Castleton Vermont
Start date (month/year)	8/2016
End date (month/year)	

Employing academic institution	Providence College
Title	Adjunct Professor
City and state	Providence Rhode Island
Start date (month/year)	8/2014
End date (month/year)	5/16

Employing academic institution	Rhode Island College
Title	Special Lecturer
City and state	Providence Rhode Island
Start date (month/year)	12/2015
End date (month/year)	5/16

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Cranston Public Schools
Position	School Social Worker
City and state	Cranston Rhode Island
Start date (month/year)	8/2014
End date (month/year)	7/2016

Employer	Westerly Public Schools
Position	School Social Worker
City and state	Westerly Rhode Island
Start date (month/year)	8/2012
End date (month/year)	7/2014

Employer	Chariho Regional School District
Position	School Social Worker
City and state	Richmond Rhode Island
Start date (month/year)	9/2003
End date (month/year)	8/2012

Employer	Angell Street Psychiatry
Position	Fee-for-service Clinician
City and state	East Greenwich Rhode Island
Start date (month/year)	9/2006
End date (month/year)	6/2016

Employer	Harmony Hill School
Position	Senior Therapist
City and state	Chepachet Rhode Island
Start date (month/year)	11/1993
End date (month/year)	8/2003

Employer	Spurwink School II
Position	Generalist
City and state	Lincoln Rhode Island
Start date (month/year)	3/1990
End date (month/year)	10/1993

5. List your current professional, academic, community-related, and scientific memberships.

The Association of Baccalaureate Program Directors member

Council on Social Work Education member

Board of Directors Vermont Chapter NASW

Vestry St. Stephens Episcopal Church

Teaching and Scholarship Committee, secretary, Castleton University

6. List your community service responsibilities and activities for the last 3 years.

Vestry St. Stephen's Episcopal Church

PACE Committee Vermont Chapter NASW

Board of Directors Rutland Homeless Prevention Center

CCNLI Committee Vermont Chapter NASW

Education Committee Vermont Chapter NASW

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

\$70,000 Vermont legislative grant to fund ADC training in Rutland

Castleton University Faculty Development Grant

8. List your professional presentations presented during the last 5 years.

Castleton University (December 2017) Adolescent Homelessness – early results

Castleton University (April 2019). Presentation - The Development of Natural Supports in a Family Shelter

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Reeves, M. G. (in press). The lived experience of adolescents living in homeless families. *Social Work*

10. Include any other relevant information below

BSW Program Director and Field Director Castleton University 8/2016-current

Chair, Social Work Search Committee, Castleton University 12/2017-2/2019

Licensed Independent Clinical Social Worker, State of Vermont 2016-present

1.Name of faculty member Margaret Miles

2.Degree information

Degree	DSW
Institution Granting Degree	University of St. Thomas
Major	Social Work
Date Awarded (month/year)	Expected May 2021

Degree	MSW
Institution Granting Degree	University of Illinois at Chicago
Major	Social Work
Date Awarded (month/year)	5/2013

Degree	BA
Institution Granting Degree	Beloit College
Major	Sociology
Date Awarded (month/year)	5/2008

3. Academic appointments

Employing academic institution	Castleton University
Title	Assistant Professor
City and state	Castleton Vermont
Start date (month/year)	8/2019
End date (month/year)	

Employing academic institution	Concordia University Chicago
Title	Visiting Assistant Professor
City and state	River Forest, Illinois
Start date (month/year)	8/2017
End date (month/year)	7/2019

Employing academic institution	Concordia University Chicago
Title	Adjunct Professor
City and state	River Forest, Illinois
Start date (month/year)	8/2016
End date (month/year)	12/2016

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Youth Outreach Service
Position	Multisystemic Family Therapist
City and state	Chicago Illinois
Start date (month/year)	3/2017
End date (month/year)	7/2017

Employer	Girls in the Game
Position	Teen Programs Manager
City and state	Chicago Illinois
Start date (month/year)	5/2013
End date (month/year)	6/2016

Employer	Heartland Alliance
Position	Volunteer Coordinator
City and state	Chicago Illinois
Start date (month/year)	12/2010
End date (month/year)	8/2011

Employer	Shriver Center on Poverty Law
Position	AmeriCorps VISTA
City and state	Chicago Illinois
Start date (month/year)	12/2009
End date (month/year)	12/2010

5. List your current professional, academic, community-related, and scientific memberships.

The Association of Baccalaureate Program Directors

Castleton University Human Subjects Institutional Review Board Member

Nominating Committee District 6, BPD

6. List your community service responsibilities and activities for the last 3 years.

Women Safe Board Member, January 2020-Present

Osaka-Chicago Social Service Exchange Delegate, June 2018-July 2019

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Castleton University Advanced Study Grant, January 2020

8. List your professional presentations presented during the last 5 years.

The Power of the Engaged BSW Classroom: Participation as a Pedagogical Tool. BPD Annual Conference. March 22, 2020. Birmingham, AL. Conference cancelled due to Coronavirus.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. N/A

10. Include any other relevant information below

Vermont Licensed Independent Clinical Social Worker, October 2019-Present

1.Name of faculty member Meredith McCartney

2.Degree information

Degree	M.Ed., C.A.G.S.
Institution Granting Degree	UMass Amherst
Major	Family Therapy & Metal Health
Date Awarded (month/year)	5/1994

Degree	BA
Institution Granting Degree	Washington University St. Louis
Major	Psychology & French
Date Awarded (month/year)	5/1989

3. Academic appointments

Employing academic institution	Castleton University
Title	Adjunct Professor
City and state	Castleton Vermont
Start date (month/year)	1/2011
End date (month/year)	

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Otter Valley Union High School
Position	Guidance Counselor
City and state	Brandon Vermont
Start date (month/year)	8/1999
End date (month/year)	

Employer	Rutland Mental Health Center
Position	Outpatient Clinician for Families and Children
City and state	Rutland Vermont
Start date (month/year)	6/1994
End date (month/year)	8/1999

Employer	United States Peace Corps
Position	Rural Community Development
City and state	Benin West Africa
Start date (month/year)	8/1989
End date (month/year)	12/1991

5. List your current professional, academic, community-related, and scientific memberships.
6. List your community service responsibilities and activities for the last 3 years.
While I do not have any formal community service obligations, I volunteer with my church regularly.
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. N/A
8. List your professional presentations presented during the last 5 years. N/A
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. N/A
10. Include any other relevant information below
LCMHC, State of Vermont
Licensed Guidance Counselor, State of Vermont

1.Name of faculty member Jessi deBoer

2.Degree information

Degree	Master of Art
Institution Granting Degree	Johnson State College
Major	Clinical Mental Health & Substance Abuse Counseling
Date Awarded (month/year)	5/2010

Degree	Bachelor of Art
Institution Granting Degree	University of Vermont
Major	Psychology
Date Awarded (month/year)	5/2005

3. Academic appointments

Employing academic institution	Castleton University
Title	Adjunct Professor
City and state	Castleton Vermont
Start date (month/year)	8/16
End date (month/year)	

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Counseling Service of Addison County
Position	Coordinator of Adult Recover Services
City and state	Middlebury Vermont
Start date (month/year)	1/2014
End date (month/year)	

Employer	Three Little Birds
Position	Owner/Director
City and state	PLC Vermont
Start date (month/year)	1/2013
End date (month/year)	

Employer	West Ridge Center
Position	Director of Clinical Services
City and state	Rutland Vermont
Start date (month/year)	1/2012
End date (month/year)	1/2014

5. List your current professional, academic, community-related, and scientific memberships.

State of Vermont, Licensed Clinical Mental Health Counselor, 2010- 2021

State of Vermont, Licensed Alcohol and Drug Counselor, 2011- 2021

6. List your community service responsibilities and activities for the last 3 years.

Otter Creek Child Center, Board member, Middlebury, VT 2016-2018

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. N/A

8. List your professional presentations presented during the last 5 years.

Addiction Neuroscience, many locations, 2013-Present.

An Introduction to Motivational Interview and Brief Skills for clients, CSAC, 2015.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Addison Independent, Vermont, Opiate Addiction Series, July/August, 2016- re-run, July 2017.

10. Include any other relevant information below

1.Name of faculty member Marian Kurath

2.Degree information

Degree	MSW
Institution Granting Degree	Loyola University of Chicago
Major	Social Work
Date Awarded (month/year)	5/1995

Degree	Certificate of Advance Theological Studies
Institution Granting Degree	St. Bonaventure University
Major	Theology
Date Awarded (month/year)	5/1989

Degree	BA
Institution Granting Degree	University of Montana, Missoula
Major	Social Work
Date Awarded (month/year)	6/1986

3. Academic appointments

Employing academic institution	Castleton University
Title	Adjunct Professor
City and state	Castleton Vermont
Start date (month/year)	8/2018
End date (month/year)	

Employing academic institution	Green Mountain College
Title	Part-time Professor
City and state	Poultney Vermont
Start date (month/year)	9/1995
End date (month/year)	12/1995

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Child and Family Services, Community Care Network – Rutland Mental Health
Position	Outpatient clinician, supervisor, trainer
City and state	Rutland Vermont
Start date (month/year)	7/1995
End date (month/year)	8/2006

Employer	Adult and Child Guidance Center, St. Francis Hospital
Position	MSW Intern
City and state	Evanston Illinois
Start date (month/year)	9/1994
End date (month/year)	5/1995

Employer	VA Hospital
Position	MSW Intern
City and state	North Chicago Illinois
Start date (month/year)	9/1993
End date (month/year)	5/1994

Employer	Catholic Charities
Position	Long term counseling and case management for individuals and families.
City and state	Olean New York
Start date (month/year)	8/1990
End date (month/year)	8/1992

Employer	PIC, Employment Agency
Position	Organizing and teaching full job employment related training program in adult community education classroom
City and state	Belmont New York
Start date (month/year)	10/1989
End date (month/year)	8/1990

Employer	St. Jude's Center for Campus Ministry, Alfred University
Position	Directed campus ministry and high school programs
City and state	Alfred New York
Start date (month/year)	7/1986
End date (month/year)	6/1989

5. List your current professional, academic, community-related, and scientific memberships.

Castleton University Social Work Advisory Council Member

Pi Gamma Mu member, CU chapter

Member of various environmental organizations- GMC, ADK, OC, NPCA

6. List your community service responsibilities and activities for the last 3 years.

Activities with above organizations

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. N/A

8. List your professional presentations presented during the last 5 years. N/A

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. N/A

10. Include any other relevant information below

Other Post Graduate Continuing Education: Approximately 400 hours of NASW approved CEU's in a wide range of clinical topics including clinical theories and interventions, ethics, supervision, neuroscience and medical.

Full list available upon request. 1995-2020

Neuroscience and Shamanic Energy Interventions, 300-hour program, Light Body School, Four Winds Society, Joshua Tree Retreat Center, CA. 2017-2018

Institute for Alcoholism Studies, Buffalo, NY Completed 10 courses. 1987- 1992

Wilderness Therapy Seminar, 10-day experiential program, Colorado Outward Bound School, CO. 1991

Licensed Independent Clinical Social Worker, State of Vermont 1997-present

1.Name of faculty member Sarah Binshadler

2.Degree information

Degree	MSW
Institution Granting Degree	University of New England
Major	Social Work
Date Awarded (month/year)	5/2016

Degree	BS
Institution Granting Degree	Castleton University
Major	Communications
Date Awarded (month/year)	5/2010

3. Academic appointments

Employing academic institution	Castleton University
Title	Adjunct Professor
City and state	Castleton Vermont
Start date (month/year)	8/2019
End date (month/year)	

Employing academic institution	University of Vermont
Title	Field Supervisor
City and state	Burlington Vermont
Start date (month/year)	
End date (month/year)	

Employing academic institution	University of Vermont
Title	Guest Lecturer
City and state	Burlington Vermont
Start date (month/year)	
End date (month/year)	

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Counseling Service of Addison County
Position	Emergency Team Clinician Open Dialogue Clinician Outpatient Individual Therapist
City and state	Middlebury Vermont
Start date (month/year)	4/2015
End date (month/year)	

Employer	Counseling Service of Addison County
Position	Behavior Interventionist
City and state	Middlebury Vermont
Start date (month/year)	1/2011
End date (month/year)	1/2013

Employer	The Hub Teen Center
Position	Program Director
City and state	Bristol Vermont
Start date (month/year)	1/2010
End date (month/year)	1/2011

5. List your current professional, academic, community-related, and scientific memberships.

Licensed Clinical Social Worker, (Vermont- since 2018).

Foundation and Advanced Collaborative Network Approach Practice (This model is based upon Open Dialogue informed approaches. Training was led by Dr. Werner Schuetz and Mia Birgitte Kurtti- 2017-2019)

EMDR Basic (Training led by Mark Nickerson of the EMDR Institute Anticipated completion March 2020)

6. List your community service responsibilities and activities for the last 3 years.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

2016 Holly Cook Award

2016 GPA award

8. List your professional presentations presented during the last 5 years.

2019 Collaborative Network Approach; Pushing past the boundaries that once divided Vermont Department of Mental Health Conference. Killington, VT

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.2.2: The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

1. Narrative identifies and documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

All faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience. (see faculty summary and data forms embedded above)

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.2.3: The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

1. Narrative documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs across all program options.

Numerical FTE Faculty-to-Student Ratio: 1:16.5, inclusive of all program options

2. Narrative explains how this ratio is calculated.

Total FTE of faculty: 3.875

Formula used to calculate FTE of all faculty: Three full time faculty plus four part time faculty who teach a total of seven classes. $(3*1)+(3*0.25)+0.125$

Total FTE of students: 63.958

Formula used to calculate FTE of all students: Total of full-time full time (63) plus total credits taken by part-time students (11.5) divided by 12 (minimum full-time credits) $(63*1)+(11.5/12)$

3. Narrative explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities across all program options.

Faculty Size & Number and Type of Curricular Offerings in Class and Field: The three full-time positions and four part-time positions allows the program to run a sufficient number of sections of core classes to meet the requirements of the competencies and to be able to offer electives in areas that interest the students and address community needs, such as family violence.

Faculty Size & Number of Program Options: The program has only one option.

Faculty Size & Class Size: The faculty size allows the program to run first and second year courses with a cap of 25, third and fourth year practice classes with a cap of 15, and field supervision with a cap of five.

Faculty Size & Number of Students: The faculty size is commensurate with the number of students (64), keeping the student to full-time faculty ratio below 1:25.

Faculty Size & Advising: The faculty size is commensurate with keeping advising to less than a 1:25 ratio. Only full-time faculty advise. We anticipate rebalancing the advising caseloads in fall 2020 when new full-time faculty assume advising responsibilities.

Faculty Size & Faculty's Teaching Responsibilities: The faculty size is commensurate with allowing full time faculty to keep at 4+4 teaching responsibilities.

Faculty Size & Scholarly Responsibilities: The faculty size is commensurate with faculty scholarly responsibilities. Faculty are not required to be involved in a particular amount of research or scholarly work. Faculty are expected to produce scholarly work in order to achieve tenure.

Faculty Size & Service Responsibilities: The faculty size is commensurate with faculty service responsibilities.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard B3.2.4: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. Most of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

1. Narrative identifies the program has no fewer than two full-time faculty assigned to the social work program, whose principal assignment is to the baccalaureate program across all program options.

The program has three full-time faculty assigned to the program whose principal assignment is to the baccalaureate program across all program options. Official documentation from the Director of Human Resources is attached.

2. Narrative demonstrates that most of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, across all program options.

All full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program. Two have Ph.Ds. and one is ABD for a DSW. Official documentation from the Director of Human Resources is attached.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.2.5: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

1. Narrative describes the program's faculty workload policy.

Faculty members are required to teach a minimum of 12 credit hours per semester as specified in the Federation Agreement. This includes field courses and course releases for administrative responsibilities. The Program Director is given a one-course reduction per semester because of their administrative duties as specified in the CSWE EPAS. The Field Director is given a one-course reduction per semester because of their administrative duties as specified in the CSWE EPAS.

Each part time faculty member is required to teach 3 credit hours per semester for each course as specified in the Federation Agreement.

Tenure and tenure-track faculty have the same faculty workload.

2. Narrative discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

Sufficiency of Workload Policy to Support the Achievement of Institutional Priorities: The workload policy allows faculty to establish relationship with students.

Sufficiency of Workload Policy to Support the Achievement of The Program's Mission: The workload policy allows social work faculty to achieve the program's mission to prepare students to be effective and competent social work professionals.

Sufficiency of Workload Policy to Support the Achievement of The Program's Goals: The workload policy allows social work faculty to achieve the program's five goals.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

1. Narrative demonstrates 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.

Examples of Faculty Research Experience	Institutional Priorities	Relationship to... Component(s) of Program's Mission	Component(s) of Program's Goals
Adolescent Homelessness	To participate in strong community partnerships; responsible citizenship	Promoting Human Rights	Engage in range of evidence-based prevention and intervention methods
Pedagogy of Participation	Inclusive, student-centered environment	Global and local leadership	Practice according to the principles, values, and ethics that guide the social work profession

Examples of Faculty Scholarship Experience	Institutional Priorities	Relationship to... Component(s) of Program's Mission	Component(s) of Program's Goals
The Power of the Engaged BSW Classroom	Inclusive, student-centered environment	Global and local leadership	Practice according to the principles, values, and ethics that guide the social work profession
Racial profiling in Vermont	To participate in strong community partnerships;	Promoting Human Rights	Influence social policies with the goal of alleviation of poverty,

	responsible citizenship		oppression, and social injustice
The Development of Natural Supports in a Family Shelter	To participate in strong community partnerships; responsible citizenship	Enhance quality of life	Engage in range of evidence-based prevention and intervention methods

Examples of Faculty Exchanges with External Constituencies	Institutional Priorities	Relationship to... Component(s) of Program's Mission	Component(s) of Program's Goals
Program Advisory Council	To participate in strong community partnerships	Students will reflect the profession's ethical and core values of service	Prepare students to practice according to the principles, values, and ethics that guide the social work profession
BPD	To participate in strong community partnerships	Implement evidence-based services	Engage in range of evidence-based prevention and intervention methods
CSWE	To participate in strong community partnerships	Implement evidence-based services	Engage in range of evidence-based prevention and intervention methods
NASW Vermont	To participate in strong community partnerships	Service Social Justice Human Rights Leadership	Influence social policies with the goal of alleviation of poverty, oppression, and social injustice as well as advocating for human rights
US Civil Rights Commission	To participate in strong community partnerships	Promoting Human Rights Leadership	Influence social policies with the goal of alleviation of poverty, oppression, and social injustice as

HPC Board	To participate in strong community partnerships	Enhance quality of life Leadership	well as advocating for human rights Influence social policies with the goal of alleviation of poverty, oppression, and social injustice as well as advocating for human rights
Women Safe	To participate in strong community partnerships	Dignity and worth of the person Leadership	Influence social policies with the goal of alleviation of poverty, oppression, and social injustice as well as advocating for human rights

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

1. *Narrative demonstrates how the program's faculty models the behavior and values of the profession in the program's educational environment.*

Examples of Faculty Modeling Professional Behavior in the Educational Environment:

The faculty models professional behavior and value choices in the educational environment through their collegial interactions with members of the social work program faculty, other faculty in the department, university faculty, staff, and administrators. The program faculty often discuss these interactions with the students. Program faculty have considerable time for mentoring students and new faculty. Students are encouraged to work collectively rather than in competition with one another. Many students utilize faculty members as mentors, whom they may observe and participate with in professional projects, providing input and feedback to the faculty for program improvement and recommendations, participating in activities to promote social and economic justice, community-based research, and conference attendance. The faculty frequently hears from alumni in this regard that they appreciated the opportunity to have been exposed to faculty who were role models in their behaviors and values congruent with attributes ascribed to professional social workers and the profession. The program's faculty are equally respected for their professional behaviors

and expressed values by their institutional and national colleagues. The smallness of the program, small course enrollments, students serving on the Advisory Council, and frequent office hours afford students frequent contact with faculty. The university models an open-door policy for students and the program's offices are in the same building as the classrooms.

Examples of Faculty Modeling Professional Values in the Educational Environment:

Profession's 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." (EP 1.0, 2015 EPAS)

The social work faculty model the profession's values through their participation in service to the college and community, through volunteer efforts, and through participation on faculty committees. Currently, faculty volunteer in the community on the Homelessness Prevention Center, Project Vision, Women Safe, the US Civil Rights Commission, NASW Vermont, and the Baccalaureate Program Directors Association. Faculty encourage students in the classroom and through formal and informal advising to volunteer with organizations that fight for the profession's values.

Program Options:

Select One:

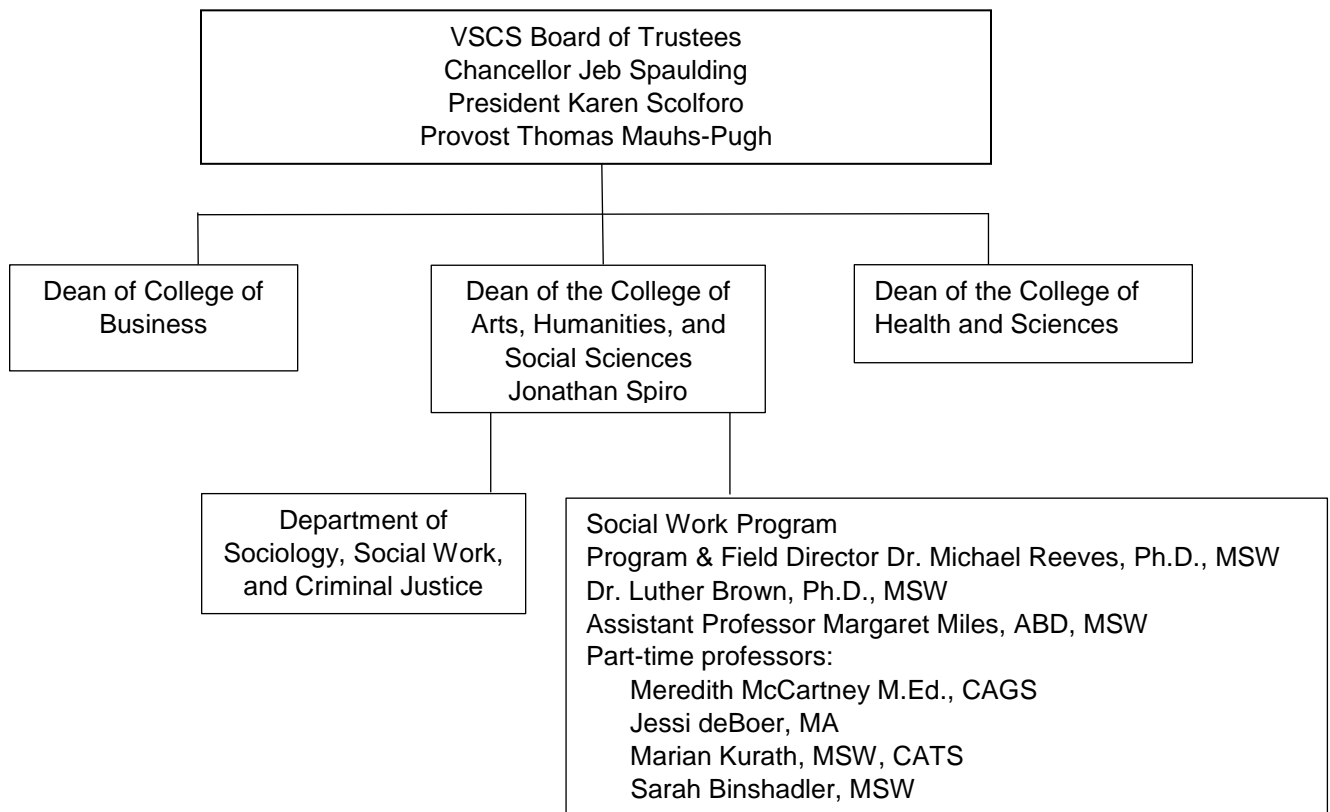
- ☒ The program has only one (1) option.

Accreditation Standard 3.3 — Administrative Structure

Accreditation Standard 3.3.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

1. Narrative describes the program's administrative structure across all program options.

The BSW Program Director is elected yearly by the program faculty. The BSW Program Director must be a full-time member of the Social Work Program faculty and must be primarily responsible to the BSW program. The Program Director has one-quarter release time in order to conduct program administration. Roles and responsibilities are delineated in the Program Manual. The Program Director reports to the Dean of the College, who reports to the Provost, who reports to the President of the University.



2. *Narrative demonstrates how the program's administrative structure provides the necessary autonomy to achieve the program's mission and goals across all program options.*

The Social Work Program faculty initiates and is responsible for all curriculum decisions and changes so they are consistent with CSWE accreditation standards, the program's mission and goals, and to assure consistency with current procedures governing the curriculum at Castleton. Even though the program is within the Department of Sociology, Social Work, and Criminal Justice, it has long been understood and respected that the Social Work Program is autonomous regarding its program.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.3.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

1. *Narrative 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 across all program options.*

Curricular Development Process:

The Social Work Program faculty initiates all curriculum decisions and changes, so they are consistent with CSWE accreditation standards, as well as consistent with current procedures governing the curriculum at Castleton. The social work faculty have primary responsibility to ensure that the curriculum is consistent with the standards for CSWE. Curriculum decisions follow the university procedures for approval through the Department, University Curriculum Committee, and Faculty Assembly. The Social Work Program submits curriculum development requests to the Department of Sociology, Social Work, and Criminal Justice. After approval, it is sent to the faculty Curriculum Committee, then to the Faculty Assembly for final approval.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.3.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

1. *Narrative 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 across all program options.*

Policies Related to Recruitment of Faculty

Role of social work faculty/administration in policy formulation: The Social Work Program faculty have a say in policy formulation related to recruitment of faculty through communication with the chair of the Sociology, Social Work, and Criminal Justice Department. The Department Chairs make recommendations to the Faculty Assembly and upon approval, faculty recruitment policies become part of the University Handbook for Faculty Hiring.

Role of social work faculty/administration in policy implementation: The Social Work Program faculty have a say in recruitment policy implementation by electing a search committee chair from the program faculty who implements faculty recruitment policies, following the University Handbook for Faculty Hiring.

Policies Related to Hiring of Faculty

Role of social work faculty/administration in policy formulation: The Social Work Program faculty have a say in policy formulation related to hiring of faculty through communication with the chair of the Sociology, Social Work, and Criminal Justice Department. The Department Chairs make recommendations to the Faculty Assembly and upon approval, faculty recruitment policies become part of the University Handbook for Faculty Hiring.

Role of social work faculty/administration in policy implementation: The Social Work Program faculty have a say in hiring policy implementation by electing a search committee chair from the program faculty and other members of the search committee who interview and recommend hiring decisions to the Dean of the College of Arts, Humanities, and Social Sciences, who recommends hiring decisions to the President of the university, following the University Handbook for Faculty Hiring.

Policies Related to Retention of Faculty

Role of social work faculty/administration in policy formulation: The Social Work Program faculty have a say in policy formulation related to retention of faculty through communication with the chair of the Sociology, Social Work, and Criminal Justice Department. The Department Chairs make recommendations to the Faculty Assembly

regarding faculty retention policy which once approved become part of the contract between the faculty and the Board of Trustees, as negotiated.

Role of social work faculty/administration in policy implementation: The Social Work Program faculty have a say in faculty retention policy implementation through participation on the Retention, Promotion, and Tenure Committee and by writing letters to the faculty person's personnel file. The RPT Committee makes its recommendation to the Dean, who recommends to the Provost, who recommends to the President who make the final decision. While the Social Work Program does not make these decisions, they have an influence on the decisions of the RPT Committee.

Policies Related to Promotion of Faculty

Role of social work faculty/administration in policy formulation: The Social Work Program faculty have a say in policy formulation related to promotion of faculty through communication with the chair of the Sociology, Social Work, and Criminal Justice Department. The Department Chairs make recommendations to the Faculty Assembly regarding faculty retention policy which once approved become part of the contract between the faculty and the Board of Trustees, as negotiated.

Role of social work faculty/administration in policy implementation: The Social Work Program faculty have a say in faculty promotion policy implementation through participation on the Retention, Promotion, and Tenure Committee and by writing letters to the faculty person's personnel file. The RPT Committee makes its recommendation to the Dean, who recommends to the Provost, who recommends to the President who make the final decision. While the Social Work Program does not make these decisions, they have an influence on the decisions of the RPT Committee.

Policies Related to Tenure of Faculty

Role of social work faculty/administration in policy formulation: The Social Work Program faculty have a say in policy formulation related to tenure of faculty through communication with the chair of the Sociology, Social Work, and Criminal Justice Department. The Department Chairs make recommendations to the Faculty Assembly regarding faculty retention policy which once approved become part of the contract between the faculty and the Board of Trustees, as negotiated.

Role of social work faculty/administration in implementation: The Social Work Program faculty have a say in faculty tenure policy implementation through participation on the Retention, Promotion, and Tenure Committee and by writing letters to the faculty person's personnel file. The RPT Committee makes its recommendation to the Dean, who recommends to the Provost, who recommends to the President who make the final decision. While the Social Work Program does not make these decisions, they have an influence on the decisions of the RPT Committee.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.3.4: The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

1. Narrative identifies the social work program director for all program options.

The BSW program director, Michael Reeves, Ph. D., LICSW, is identified both in the Social Work Program and on the home page of the program at www.castletonuniversity.com. Additionally, the institution and external documents and correspondence identify him as the Program Director.

2. In institutions with accredited baccalaureate and master's programs, narrative demonstrates that a separate director is appointed to each program.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard B3.3.4 (a): The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

1. Narrative describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options.

Teaching Experience: Dr. Reeves has six years' teaching experience, two as an adjunct professor prior to being hired by Castleton University and four since.

Scholarship Experience: Dr. Reeves has presented his research on adolescent homelessness at university and community forums. His article "The lived experience of adolescents living in homeless families", is in press with *Social Work*. Dr. Reeves has also had articles published in *The Journal of Teaching in Social Work* and a poster presentation at The Center for Behavioral and Educational Research Annual Symposium

Curricular Development Experience: Dr. Reeves has developed/modified the curriculum for several Bachelors'-level courses, including Introduction to Human Services, Social Welfare Policy Analysis, Social Work Practice, Social Work Capstone Seminar, and School Social Work

Administrative Experience: Dr. Reeves was the Director of Community Programs at Harmony Hill School for seven years. He has been the BSW Program Director at Castleton University since August 2016.

Other Academic and Professional Experience:

2. Narrative documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

Dr. Reeves received his MSW from Boston University in May 1993, as listed in his CV in section 3.2.1 and as identified in the Human Resources letter on page 109.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard B3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

1. Narrative provides documentation that the director has a full-time appointment to the social work baccalaureate program across all program options.

Personnel Letter: Embedded below

Program Options:

Select One:

- ☒ The program has only one (1) option.

The following attached document is submitted as documentation of the Program Director and Field Director's full time appointment to the BSW program at Castleton University.



Castleton University

March 30, 2020

Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314-3457

To Whom It May Concern:

Please accept this letter as confirmation that Luther Brown, Margaret Miles and Michael Reeves are all full-time faculty members at Castleton University appointed to the social work program, with a principle assignment to the BSW program.

Each faculty member has an MSW from a CSWE accredited school.

Luther Brown:	State University of New York at Albany
Margaret Miles:	University of Illinois at Chicago
Reeves:	Boston University

Additionally, each of these faculty members have at least two (2) years of post-masters social work degree practice experience.

Please contact me at janet.hazelton@castleton.edu or by phone at 802-46-1207 if you have any questions or if you need any additional information.

Sincerely,

Janet L. Hazelton
Director of Human Resources

Castleton, Vermont 05735 • castleton.edu



Accreditation Standard B3.3.4(c): The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

1. Narrative describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program across all program options.

The Program Director's time to provide educational and administrative leadership to the program is calculated by taking 25% of the normal time assigned to faculty. Full time faculty are assigned eight courses in an academic year, thus the Program Director's time to provide educational and administrative leadership to the program is the equivalent of two courses. ($8 \times .25$)

2. Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program across all program options.

The Program Director receives a 25% course release from the normal eight courses per academic year to carry out the administrative functions specific to responsibilities of the social work program.

3. Narrative discusses that this time is sufficient for each program option.

The release time given to the Program Director to carry out the administrative functions specific to responsibilities of the social work program is sufficient to carry out the normal administrative functions. The Program Director has been able to meet all of the program responsibilities over the last four years with this course release.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.3.5: The program identifies the field education director.

1. Narrative identifies the social work field education director for all program options.

Dr. Michael Reeves is the Field Education Director.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.3.5(a): The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

1. *Narrative 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.*

Practice Experience: Dr. Reeves was a school social worker for 27 years prior to becoming the Field Education Director.

Field Instruction Experience: Dr. Reeves has been a field instructor at Castleton University since August 2016.

Administrative Experience: Dr. Reeves was the Director of Community Programs at Harmony Hill School for seven years. He has been the BSW Program Director at Castleton University since August 2016.

Other Academic and Professional Experience:

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard B3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

1. *Narrative 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.*

Dr. Reeves received his MSW from Boston University in May 1993, as listed in his CV in section 3.2.1 and as identified in the Human Resources letter on page 109.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard B3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

1. Narrative describes the procedures for determining the program director's assigned time to provide educational and administrative leadership for field education across all program options.

The Field Education Director time to provide educational and administrative leadership to the program is calculated by taking 25% of the normal time assigned to faculty. Full time faculty are assigned eight courses in an academic year, thus the Field Education Director's time to provide educational and administrative leadership to field education is the equivalent of two courses. (8*.25)

2. Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the field education program across all program options.

The Field Education Director receives a 25% course release from the normal eight courses per academic year to carry out the administrative functions specific to responsibilities of the field education program.

3. Narrative discusses that this time is sufficient for each program option.

The release time given to the Field Education Director to carry out the administrative functions specific to responsibilities of the social work program is sufficient to carry out the normal administrative functions. The Field Education Director has been able to meet all of the program responsibilities over the last four years with this course release.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.3.6: The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

1. Narrative describes the program's administrative structure for field education across all program options.

The program's administrative structure for field education consists of the Field Education Director, the faculty Field Instructors, the Agency Supervisors, and an administrative assistant. The Field Education Director's responsibilities are to recruit, vet, and train field placement agencies and field Agency Supervisors. The Field Education Director also plans and leads a biannual Agency Supervisors' working luncheon to discuss aspects of the field program and to improve interrater reliability on the field evaluation tool. The faculty Field Instructors are responsible for conducting field visits, leading field seminars, and serving as field liaisons. These faculty Field Supervisors communicate regularly with the Field Director regarding the successes and challenges of the field education program. Faculty Field Instructors meet as needed with Agency Supervisors.

2. Narrative explains how the program's resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals for each program option.

Description & Sufficiency of Personnel Resources: One Field Director, two faculty Field Instructors, 27 Agency Supervisors, and one administrative assistant are sufficient personnel resources.

Description & Sufficiency Time Resources: 25% time allotted for the Field Director is sufficient given our model described in Standard 2.2 to meet our mission and goals. Given the size of the Castleton Social Work Program, the Field Director has sufficient time to manage the 33 field placement agencies and the above responsibilities. Three faculty Field Instructors and 27 Agency Supervisors meet the mission and goals of the program.

Description & Sufficiency Technological Support Resources: Technology support is available to all university departments and programs on an as needed basis and is sufficient to meet the mission and goals of the program.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.4 — Resources

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

1. Narrative describes the procedures for budget development and administration the program uses to achieve its mission and goals across all program options.

Castleton University is a state-supported institution with the current state contribution ranking it one of the lowest states in the US. Recent legislation has been introduced to increase this contribution. Thusly, program budgets are minimal. The program has its own operating budget, but as with the rest of the university, has little input into the determination of the amount assigned to the program. The Program Director meets with the Chief Budget and Finance Officer regarding budgetary needs of the program and to determine how the overall budget is divided by line items. The Chief Budget and Finance Officer informs the program of their budget. The budget has been adequate to meet normal operating costs of the program.

2. Narrative includes a completed budget form for all program options.

3. *Narrative explains how the program's financial resources are sufficient and stable to achieve its mission and goals for each program option.*

The program's financial resources are sufficient and stable to achieve its mission and goals by adequately funding the necessary faculty, staff, and other program needs such as travel, mailing, and supplies.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.4.2: The program describes how it uses resources to address challenges and continuously improve the program.

1. *Narrative describes how the program uses resources to address challenges and continuously improve the program.*

Small rural programs in Vermont are often isolated from key cultural resources that students and others need to maximize their development. University and program resources have given our students opportunities to become more competent in recognizing and relating to populations at risk. Members of diverse cultures regularly visit our campus as guest speakers and presenters in cultural events and quite a few attend as students. Nationally and locally recognized professionals are brought to campus and given honorarium for their presentations. Program faculty host high school students from Vermont districts to introduce them to the campus, the profession, and the program. Faculty make attend national social work conferences and bring back new ideas and pedagogy. Students receive grants to present their work at national conferences. The program uses tuition certificates to honor our Agency Supervisors for the work they do and brings them to campus every other year for a luncheon. The program and university host video events and discussion.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.4.3: The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

1. Narrative demonstrates that the program has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals for each program option.

Description & Sufficiency of Technological Resources:

Enterprise Systems

As a member of the Vermont State Colleges System (VSCS), the majority of Castleton University's enterprise systems, including student information systems, learning management system (LMS), videoconferencing system, and retention tools are shared with the other VSCS schools. These systems are maintained by IT staff at the Office of the Chancellor and local administrators and support on-site in the Information Technology (IT) and Educational Technology (EdTech) Services departments at Castleton.

Learning Management System (LMS) & Virtual Learning Resources

Castleton uses the Canvas LMS, Zoom platform for videoconferencing, and recently implemented AVISO software. AVISO is integrated with Canvas and supports faculty advising through centralizing student academic information and predicting term and classroom persistence risk for advisors and student support staff. The Castleton Center for Teaching and Learning (CCTL) was established in fall 2019 as part of Castleton's Title III grant. The CCTL director works closely with EdTech staff and together they provide regular training opportunities on the effective use of all of Castleton's virtual learning resources and classroom technology, as well as faculty support.

Classroom & Student Computer Technology

All of Castleton's classrooms are equipped with a variety of audio-visual equipment, including an instructor computer, data projector or large screen TV, DVD/Blu-ray players, sound systems, and document cameras. Some classrooms are also equipped with advanced control systems, advanced sound systems, SMART podiums, and SMART boards. As part of Castleton's implementation of its Title III grant, the majority of classrooms will be upgraded with more advanced technology over the next five years. These upgrades began in Leavenworth Hall in February 2020.

Castleton has approximately 250 computers campus-wide for student use, both Windows-based or Apple. These include classroom computer labs and departmental computer lounges for students. Leavenworth Hall has a 10-seat lab for social work students. The largest computer lab available for student use is in the library. Students

have access to printing in all of these areas, and scanners in the majority of them. Students have access to a variety of software, including Microsoft Office, Adobe Creative Cloud, SPSS, and Minitab. Castleton students can also download and install Microsoft Office on their personal computers and devices for free.

Faculty Technology

All full-time Castleton faculty are issued a university computer. They may choose between a laptop or a desktop computer, the majority use a laptop. Faculty computers are updated on a regular schedule with dedicated funds that are overseen by the Chief Technology Officer. Faculty are able to print to printers or copiers in their respective buildings. Social work faculty have a printer dedicated to their floor. The building that the program is in, Leavenworth Hall, also has two networked copiers.

Internet Access & Telephone

Castleton has Internet access, both wired and wireless, in every building on campus. As with enterprise systems, the wide area network is managed and maintained by IT staff at the Office of the Chancellor and local area network administrators on site in

Castleton's IT department.

Castleton implemented a new phone system in April 2019. It is managed and maintained by Castleton IT Services. Every full-time faculty member is issued a phone and phone number.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.4.4: The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

1. *Narrative submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving the program's mission and goals for each program option.*

CSWE Accreditation Librarian's Report
Compiled by Beth Bidlack
January 29, 2020
2015 EPAS

This report is used to evaluate the program's compliance with Accreditation Standard (AS) 3.4.4.

The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals. In a narrative report of social work library resources, including those used in online or off-site programs, address the items below. Tables, charts, or spreadsheets may be used to provide data.

General Library Description

The Calvin Coolidge Library is the single institutional library for Castleton University and serves the 2,000 FTE student body.¹ The library is part of the Vermont State Colleges system (VSC), which also includes Hartness Library (located in Randolph, VT, serving Vermont Technical College and the Community College of Vermont) and Northern Vermont University libraries (Willey Library in Johnson, VT and Samuel Read Hall Library in Lyndonville, VT). Students have access to materials at all four libraries.

Calvin Coolidge Library is open 84 hours per week during the semester as follows:

Monday-Thursday from 8am-11:30pm,
Friday 8am-4:30pm,
Saturday 12-5pm,
Sunday 3-11:30pm.

When classes are not in session (e.g., January break and summer), the library is open Monday-Friday from 8am-4pm. The library is closed on holidays observed by Castleton University, including an extended period between Christmas and New Year's Day (e.g., December 21, 2019-January 1, 2020).

The library has forty-six (46) computers (36 PCs and 10 Macs), two scanners, two printers, two photocopiers, and two microform readers/printers. There is no charge to students and faculty for printing or scanning. Guests are charged \$0.10 per page. Both of the group studies have video monitors that students may use. There is a projector in one of the three conference rooms that students may reserve. There are eight whiteboards with markers throughout the library (two large and six small). There are ten individual study carrels that students can check out. In addition, Educational Technology Services (within the IT department) provides access to smart classrooms, audio and video recorders and players, listening devices, microphones, cameras, projectors,

¹2018-19 IPEDS 12-month enrollment survey, submitted in October 2019.

televisions, VHS, DVD, and Blu-Ray players. Castleton students also have access assistive technology resources via the Disability Services Office (in the Academic Support Center) and via an Assistive Technology Tryout Center on the Castleton campus where they can try various devices that will assist them in their learning and research (e.g., smart pens, dictation software).²

Software offerings are extensive and include web browsers (e.g., Explorer, Firefox, Chrome, and/or Safari), Microsoft Office Suite, SPSS Statistics, R, and RStudio. In addition, the Macs have Adobe Creative Suite, Adobe Acrobat Pro, iMovie, and Garage Band installed.³

Library Faculty and Staff

There are ten library staff (7.84 FTE): two full-time librarians with faculty status (one at the assistant professor rank and one at the associate professor rank), three part-time librarians, and five other staff (four of which are full-time and one is part-time).⁴ Of the two librarians with faculty status, the full-time Reference and Instruction Librarian, was tenured and at the associate professor level. The Director of Library Services is at the assistant professor level.⁵ Additionally, the library employs an average of 20 to 25 part-time student employees, most of whom work at the circulation desk.

Prior to the director's arrival in August 2019, the full-time Reference and Instruction Librarian served as the liaison to the department of social work. This librarian also served as the liaison to the following departments (nursing, health and sciences, business, and sociology). At Castleton, liaison work includes selection of materials for the library collection, as well as reference, instruction, and outreach. In September 2019, the library director who has experience working with and advising MSW/MDiv students, began serving as the liaison to the department social work.

²The Assistive Technology Tryout Center is housed in partnership with the University of Vermont's Center on Disability and Community Inclusion (CDCI) and the Vermont Assistive Technology Program. For more on the partnership, see <https://www.castleton.edu/news-media/article/new-assistive-technology-tryout-center-at-castleton-university/>.

³Computers on campus, including labs and classrooms, also have the following installed: PCs: Adobe Acrobat Reader, Gimp (photo editor), ImgBurn (CD/DVD burner), Microsoft Edge, Minitab, Roxio Creator, VLC Player; Macs: Audacity, Handbrake, iBooks, Inspiration, iTunes, Vectorworks, and VLC Player.

⁴In November 2019, one full-time staff member (associate professor) resigned, and in December, one full-time staff member (non-faculty) retired. These positions are being reviewed and searches are expected to begin in spring 2020.

⁵As of 2018, Castleton University only hires faculty at the assistant professor rank regardless of a candidate's educational background or experience.

An Instructional Technology Specialist works closely with faculty, particularly in the development and maintenance of Canvas sites. In addition, there are plans to locate a Center for Teaching and Learning within the library.⁶

Access Services

Koha, Castleton's online library catalog, is a open-source, shared database that combines the holdings of the four Vermont State College libraries. In addition to Koha, each VSC library uses EBSCO Discovery Services (EDS) as a discovery layer/interface to help users discover library resources. The simple OneSearch box allows you to simultaneously search across many of the library's databases, including Koha the online catalog (for books, DVDs, print journal titles, etc.). By using OneSearch, in addition to searching the library catalog, you are searching many databases that are relevant to the field of social work (e.g., SocINDEX, PsycINFO, Academic Search Premier, Gale Academic OneFile, and JSTOR). Faculty, students, and staff have easy access to holdings in the other state college locations via interlibrary loan and in-person borrowing. In addition to Koha and EDS, the library maintains lists of journals A-Z and databases A-Z.⁷

Faculty can borrow an unlimited number of books with a semester loan period with a maximum of three renewals. Students and staff can borrow up to twenty-five books for forty-five (45) days with a maximum of three renewals. Limits and loan periods for other material types (e.g., DVDs, CDs, course reserves) vary. For the details of circulation policies and procedures, see the library's circulation web page (<http://www.castleton.edu/library/circulationnew.htm>). Policies and procedures are the same for all Castleton students in all disciplines.

Castleton faculty, students, and staff can borrow materials from other libraries via interlibrary loan (<https://www.castleton.edu/library/interlibrary-loans/>). Users login into the system via their VSC portal login in order to request books, journal articles or other materials. The backend of the system is OCLC's Tipasa, a system used by all of the Vermont State College libraries. To borrow books from other VSC libraries, users click on the "request" button that appears on the screen with each item record in the library catalog. Materials requested are delivered to the Castleton library where students may pick them up and return them when done. The processing of interlibrary loan requests is prompt. Materials from other VSC libraries typically arrive within three days. Requests for material from other libraries generally take a bit longer—three to seven days. No fees are charged for interlibrary loan items. Via Castleton's membership in the Vermont

⁶In fall 2019, Castleton was awarded a \$2.25M Title III grant, which will provide for a Director for the Center for Teaching and Learning (a current full-time faculty member), a physical space for the center, and an updated classroom.

⁷For a list of journal titles A-Z, see <http://search.ebscohost.com/login.aspx?authtype=ip.guest&custid=s8429522&profile=pfi&groupid=main> and for a list of databases A-Z, see <https://libguides.castleton.edu/az.php>.

Consortium of Academic Libraries (VCAL), faculty and staff may visit other VCAL member libraries and borrow materials directly from that library.⁸

Print course reserves are managed by the Calvin Coolidge Library. Instructions for submitting materials are on the library's website (<https://www.castleton.edu/library/about-the-library/faculty-services/#reserves>). Faculty manage their own electronic course reserve materials by linking to materials via the library's website or by posting PDFs to their Canvas sites.⁹ The full-time evening and weekend supervisor oversees course reserves and interlibrary loan. In spring 2020, the library director plans to lead a forum with faculty on embedding library resources within Canvas, the school's learning management system. This forum will include a discussion on copyright and fair use. The VSC has a clear policy on the use and ownership of copyrighted materials (<https://s3.amazonaws.com/castleton/files/resources/vsc-copyright-policy.pdf>).

Within the Academic Support Center, there is an office for disability services managed by a full-time director of disability services (<https://www.castleton.edu/academics/academic-support/academic-support-center/disability-services/>). The library director is a member of the school's Disability Access Committee, which meets monthly during the academic year. The library space includes an elevator, ADA-compliant entrance with a ramp, ADA-compliant restroom, and height-adjustable desks. Library staff will retrieve materials from shelves. In fall 2019, the library staff met with the director of disability services in order to learn more about services offered and to receive training regarding service animals on campus. In spring 2020, library staff worked with the director of disability services to provide accommodations for a student in a social work course. Specifically, library staff provided PDFs of course reserve readings for SWK 2040.

Reference Services

As in most academic libraries, students work at the main service point at the Calvin Coolidge Library. They are able to answer most questions and have been trained to refer more in-depth questions to one of the librarians who are "on call" throughout the day (M-F, 8am-4:30pm). In addition, two part-time librarians staff a "research help" service point for nine hours a week (T, Th, F from 11am-2pm) and a student reference aide staffs the service point six hours a week (M, W, F from 2-4pm). In addition, the library offers a 24/7 chat reference service via a reference cooperative.¹⁰ One librarian,

⁸See <https://vtcal.org/member-institutions/> for a list of VCAL members. Students may visit VCAL locations and use materials at the library.

⁹As of fall 2019, the Vermont State Colleges, including Castleton, use Canvas as their learning (or course) management system.

¹⁰Until December 2019, the 24/7 cooperative was owned and management by OCLC, the same company that owns and manages software used for obtaining catalog records and interlibrary loan services. In January 2020,

currently the library director, works with faculty and students in the social work department. She is available via phone, email, and in-person.

Reference statistics are managed via Springshare's LibInsight tool. Reference statistics do not include a student's major or a faculty member's department so, unfortunately, there is no way to tabulate reference transactions for the social work department only. See appendix A for library statistics.

Instruction Services

Information literacy is a significant aspect of the Castleton curriculum. Librarians are active participants in this aspect of student learning and draw on the Association of College and Research Libraries (ACRL), *Framework for Information Literacy for Higher Education* (<http://www.ala.org/acrl/standards/ilframework>).

Castleton University has been revising its general education curriculum over the past few years. In fall 2019, the new library director talked with members of the ad hoc committee that is overseeing general education reform and joined the committee in January 2020. The committee agreed that information literacy dovetails with the new general education learning goals and curriculum.

As of the writing of this report, library orientation and instruction is an important component of several key general education classes, including the First-Year Seminar, English Composition, and Effective Speaking. Library instruction is also an important component for senior capstone seminars in a variety of disciplines, including social work, history, and English. Some of the First-Year Seminars also serve as introductions to a specific discipline (e.g., Introduction to Human Services, SWK-1010). Social work students usually receive an introduction to research in the discipline during a lower level class (e.g., FYS), and then meet again with a librarian during an upper level class (e.g., capstone seminars) for instruction in more specialized and sophisticated research methods. Over the past three years, a librarian has met with the Introduction to Human Services class each semester it has been offered.¹¹ In addition, in fall 2017, a librarian met with eighteen (18) students in the Selected Topics in Social Work course.

In spring 2020 during the Social Work Capstone Seminar, the library director (who is serving as the liaison to the social work department) led in an instruction session on finding academic literature on students' chosen area of practice. This session will help students complete their competency 4 assignment (engage in practice-informed

Springshare began managing the cooperative. Castleton librarians provide one hour a week of reference service to the cooperative. See <http://wiki.questionpoint.org/> for more information on the cooperative.

¹¹In fall 2017, the library began using Springshare's LibInsight to track instruction data. This tool has enabled us to track more details about library instruction sessions, including the instructor and course number. See Appendix A for library statistics.

research and research-informed practice). The instructor and librarian met before and after the instruction session in order to plan and assess the session. The learning outcome for the session was that students could find four journal articles (two quantitative and two qualitative, published within the last ten years). The next stage of the assignment was to write an annotated bibliography. During the session, the library director provided her contact information to students in the class and encouraged them to follow up with her as they completed their assignment for the course or if they had other questions (e.g., how to use APA Style).

The chart below summarizes information about social work specific instruction sessions over the past three years. In all, eighty-five (85) students participated in six (6) sessions. Students would have attended additional sessions when they completed some of their general education requirements. See Appendix A for statistics on general instruction session.

Date	Instructor	Course Name	# of Students	Length of Session
1/29/2020	M. Miles	Social Work Capstone Seminar	14	90 minutes
10/8/2019	L. Brown	Intro to Human Services	19	75 minutes
2/7/2018	M. Reeves	Intro to Human Services	13	20 minutes
1/23/2018	D. Ellenbrook	Intro to Human Services	10	75 minutes
10/24/2017	J. De Boer	Selected Topics in Social Work	18	120 minutes
10/16/2017	M. Reeves	Intro to Human Services	11	50 minutes

Online instructional support is provided via subject and course guides. There is a guide for social work (<https://libguides.castleton.edu/socialwork>), which was viewed 2,880 times in 2019.¹² The guide was updated during the writing of this report and will continue to be updated based on feedback from the social work department. There are also guides designed for faculty on the broader topics of information literacy and teaching (see, for example, the following: <https://libguides.castleton.edu/forfaculty> and <http://libguides.castleton.edu/infolit>).

As a member of the Disabilities Access Committee, the library director met with the director of disability services to review the accessibility of the guides. Springshare, the

¹²Usage statistics are from Springshare's LibGuides tool, which many academic libraries use to create research and course guides.

company that provides the software for creating the guides, assures libraries that their tools are accessible to students with disabilities. The library director reviewed the social work guide and discovered that a few images did not have alternative titles. These edits are being completed as of the writing of this report.

The most common method for assessing the effectiveness of library instruction has been debriefing with the faculty member. Since 2017, instruction librarians have tracked student and faculty satisfaction via an online survey tool (Springshare's LibWizard). Most students and faculty strongly agree or agree that the instruction presentations were engaging and useful and most are completely or very likely to seek help from a librarian in the future.¹³ In order to strengthen the library's assessment efforts, in fall 2019, two Castleton librarians (the director and one of the reference and instruction librarians) attended a workshop which included discussion of and exercises in backward instructional design and assessment. Some of the content was echoed at the annual reference retreat for Vermont State Colleges librarians in January 2020. A spring 2020 instruction session will be assessed by the student's ability to complete an assignment for the Social Work Capstone Seminar.

Social Work Resources/Collection Development

The Castleton University library maintains a collection of approximately 140,850 print books; 1,750 CDs; 2,560 DVDs; and 150 current print periodical subscriptions, as well as thousands of back issues of print periodicals. The chart below includes estimated print book holdings that supporting Castleton's social work program:

Dewey Decimal Classification	Subject	Number of Items
150-159	Psychology	1,807
170-179	Ethics	789
300-399	Social Sciences (all)	36,358
305-306	Social Groups, Culture, Institutions	4,535
345	Criminal Law	216
360-365	Social Problems	4,524

The library provides access to approximately 230 journals (print and electronic) that directly support research by social work students, with thousands of other journals providing ancillary support. For a complete list of journals, see the library's list of journal titles A-Z:

¹³See Appendices B1-3 for survey data: B1 Library Instruction Survey for Students, B2 Instruction Pilot Survey for Students, B3 Instruction Pilot for Faculty.

<http://search.ebscohost.com/login.aspx?authtype=ip,guest&custid=s8429522&profile=pf&i&groupid=main>. The chart below summarizes many of the journals that support the social work department:¹⁴

Subject Area	Number of Journal Titles
Education	2,143
Ethnic & Cultural Studies	791
Psychology	1,060
Public Health	264
Social Work	230
Sociology	1,029
Women's Studies & Feminism	150

The library subscribes to several electronic book packages, including *EBSCO E-Book Collection*, *Gale Virtual Reference Library*, and *Credo Reference Collection*. See our webpage for more information: <https://www.castleton.edu/library/library-resources/e-books/>. The library also subscribes to *Films on Demand*, which includes over 3,000 titles in the area of counseling and social work.

Faculty can recommend items for purchase by contacting the library via email, phone, or in person or by completing an online request form (<https://www.castleton.edu/library/make-a-suggestion/>). Typically, faculty send requests to a librarian who, depending on number and nature of the requests, forwards them directly to the library acquisitions staff member or to the reference librarian charged with oversight of purchases in social work. Whenever funding permits, requests are honored. When sufficient funds are not available, the library director talks with the requestor about other options (e.g., less expensive alternatives, interlibrary loan). Faculty input is solicited in major decisions (e.g., cancellation of or new subscriptions to research databases).

The library director sends a general email newsletter to faculty twice a semester. In addition, she also sends an email newsletter specifically to social work faculty once a semester (see Appendix B). In the newsletter to social work faculty, she highlights acquisitions that are relevant to social work teaching and research. Lists of books are available to faculty and students via the library catalog. For example, see *Race Matters: Recommended Reading*, which includes an RSS feed (<https://librarycatalog.castleton.edu/cgi-bin/koha/opac-shelves.pl?op=view&shelfnumber=76>).

¹⁴The data in the chart is managed by EBSCO, Castleton's primary vendor for journal/serial subscriptions, which also assigns subjects to each journal title.

Castleton's most important research database for social work students is *SocINDEX* (EBSCO), which includes most core social work journals, with the full text of articles in many of them. Other subject-specific databases and indexes that are used by social work students include the following:¹⁵

- *CINAHL: The Cumulative Index to Nursing and Allied Health Literature* (EBSCO)
- *Education Research Complete* (EBSCO)
- *ERIC* (EBSCO)
- *Gale OneFile: Criminal Justice* (Gale)
- *Gale OneFile: Diversity Studies* (Gale)
- *Gale OneFile: Educator's Reference Complete* (Gale)
- *Gale OneFile: Gender Studies* (Gale)
- *Gale OneFile: Health and Wellness* (Gale)
- *Gale OneFile: Nursing & Allied Health* (Gale)
- *Gale OneFile: Psychology* (Gale)
- *Medline* (EBSCO)
- *ProQuest Education Database* (ProQuest)
- *Psychology and Behavioral Sciences Collection* (EBSCO)
- *PsycINFO* (EBSCO)
- *Science Direct: Health and Life Sciences Collection* (Science Direct)

Castleton faculty and students also have access to general, academic databases and indexes, which are used in social work research, including the following:

- *Academic One File* (Gale)—see subsets in list above
- *Academic Search Premier* (EBSCO)
- *Gale in Context: Opposing Viewpoints* (Gale)
- *JSTOR I, II, III* (JSTOR)
- *ProQuest Central* (ProQuest)

As noted above, many of the library's research databases contain the full text of journal articles. For electronic citations that are not linked to the full text, students can place an interlibrary loan request directly from the citation.

There are several strengths and weaknesses of the social work collection at Castleton University. The strengths include the following:

- An overall strong record and continuing commitment to excellent service
- Good working relationships within the university community, including the social work department

¹⁵The name of the database or index is followed by the name of the vendor in parentheses. For a list of all of Castleton's research databases, see <https://libguides.castleton.edu/az.php>.

- A new outreach effort aimed at highlighting relevant items within the library collection
- A responsive and holistic instruction program
- Collaboration among library staff within the Vermont State Colleges (VSC) and Vermont Consortium of Academic Libraries (VCAL)

Weaknesses include the following:

- A very small budget with which to purchase library materials resulting in the lack of some resources such as *Social Work Abstracts* and *Social Services Abstracts*.
- A very small library staff
- Limited seating during very busy times; improved space planning is needed and will be part of long-range facilities master planning

Outreach

A link to the library is found in the header for all departmental pages within Castleton's website. As noted above, the library director sends an email newsletter to all faculty twice a semester and another newsletter to social work faculty once a semester. She has met with most of the faculty in the department and will be leading at least two library instruction sessions for students in the spring of 2020 in order to increase the percentage of students achieving the benchmark for competency 4 (engage in practice-informed research and research-informed practice).¹⁶ She attends all Faculty Assembly meetings and Chairs Committee meetings and has talked with the program director about attending a program meeting in spring 2020.

Appendices

Appendix A Library Statistics

Appendix B1 Library Instruction Survey for Students

Appendix B2 Instruction Pilot Survey for Students

Appendix B3 Instruction Pilot Survey for Faculty

Program Options:

Select One:

- ☒ The program has only one (1) option.

¹⁶According to the March 11, 2019 assessment of student learning outcomes, only 76% of students achieved the benchmark for competency 4: 80% of students will get a grade of 3.0 or higher.

Accreditation Standard 3.4.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

1. Narrative describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve the program's mission and goals for each program option.

Description & Sufficiency of Office Space:

The Sociology, Social Work and Criminal Justice Department is located on the second floor of Leavenworth Hall. Every faculty person has his or her own office and they are near each other. The offices are sufficient in size to accommodate necessary activities such as student conferences and program faculty meetings, and to house books, files, computers, and other needs. Offices can be modified, within reason, to meet specific faculty needs such as additional bookshelves, file cabinets, etc.

Description & Sufficiency of Classroom Space: Classrooms are available and sufficient and are on the same floor as program faculty offices. Faculty sometimes hold a class in another building if no classrooms are available to accommodate a particular time period. Institutional and program facilities are accessible to disabled students and faculty. There is one office where the secretary is housed with a small workspace for clerical support on the first floor.

Description & Sufficiency of Computer-Mediated Access: There is a computer lab/lounge for student use. This serves as a primary gathering space for students as well as providing additional instructional space for computer-based assignments.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 3.4.6: The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

List of Assistive Technology Resources Available:

- Kurzweil 300
- Personal Assistive Listening Devices
- Dragon Speech to Text Software
- Other assistive technology acquired as necessary

Community partners provide an assistive technology lending lab located on campus. Students have access to assessment, instruction, and loans of assistive technology through the Academic Support Center.

How Students Access Assistive Technology:

Students access assistive technology through the coordinator of disability services in the Academic Support Center.

Program Options:

Select One:

- ☒ The program has only one (1) option

Accreditation Standard 4.0 — Assessment

Accreditation Standard 4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

1. The program's assessment plan was presented for generalist levels of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs) for each program option.

Competency	Competency Benchmark %	Measures	Behavior/ Description of CE measure	Dimension	Outcome Measure Benchmark	Assessment Procedures: Outcome measure	Assessment Procedures: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will reach outcome measures benchmarks of 3 or higher on 0-4 Likert scale	Measure 1: (based on real or simulated practice) Field Evaluation	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Skills	For Measure 1: Students must score a minimum of 3 out of 4 points on each item	For Measure 1: Average of student scores on items in section I Competency 1 (a-e) on field evaluation. (Field evaluation instrument provided on pp. 168-171)	Determine % of students attaining benchmark for the measure. Average %s together to obtain % of students demonstrating competence for the competency. Determine if % larger than competency benchmark.
			Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Skills			
			Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication	Skills			

			Use technology ethically and appropriately to facilitate practice outcomes	Skills			
			Use supervision and consultation to guide professional judgement and behavior	Skills			
		Measure 2: "Vignette of Ethical and Professional Behavior" SWK 4020: Practice II	Demonstrate through a vignette the use of supervision and consultation to guide professional judgment and behavior	Knowledge	For Measure 2: Average of student scores on the four rubric items. (Rubric provided on p. 175)	For Measure 2: Students must score a minimum of 3 out of 4 on each rubric item	

Competency	Competency Benchmark	Measures	Behavior/ Description of CE measure	Dimension	Outcome Measure Benchmark	Assessment Procedures: Outcome measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	80% of students will reach outcome measures benchmarks	Measure 1: (based on real or simulated practice) Field Evaluation	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels	Skills	For Measure 1: Students must score a minimum of 3 out of 4 points on each item	For Measure 1: Average of student scores on items in section I Competency 2 (a-c) on field evaluation. (Field evaluation instrument provided on pp. 168-171)	Determine % of students attaining benchmark for the measure. Average %s together to obtain % of students demonstrating competence for the competency. Determine if % larger than competency Benchmark.
			Present themselves as learners and engage clients and constituencies as experts of their own experiences	Skills			
			Apply self- awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Skills			

		<p>Measure 2: Analysis of Video</p> <p>SWK 2040: Discrimination in American Society</p>	Analyze the effects of oppression and discrimination on immigrants	Knowledge	<p>For Measure 2: Average of student scores on items 1, 2, 5, 7 of video analysis.</p> <p>(Rubric provided on pp. 176)</p>	For Measure 2: Students must score a minimum of 3 out of 4 points on each rubric item	
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Competency	Competency Benchmark	Measures	Behavior/ Description of CE measure	Dimension	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will reach outcome measures benchmarks	Measure 1: (based on real or simulated practice)	Apply understanding of social, economic and environmental justice to advocate for human rights at the individual and systems levels	Skills	For Measure 1: Students must score a minimum of 3 out of 4 points on each item	For Measure 1: Average of student scores on all items in rubric (Rubric provided on p. 172)	Determine % of students attaining benchmark for the measure. Average %s together to obtain % of students demonstrating competence for the competency.
		Assignment #3: Detection of and Intervention with Existing Campus Bias	Engage in practices that advance social, economic, and environmental justice	Skills			
		SWK 2040: Discrimination in American Society					
		Measure 2: Oppressions essay pt. 2 - advocacy leadership	Students will describe how they will use their understanding of human rights and social justice to advocate as social work leaders at the individual and system levels	Knowledge	For Measure 2: Average student scores on all the rubric items (Rubric provided on p. 177)	For Measure 2: Students must score a minimum of 3 out of 4 points on each rubric item	
		SWK 4010 Social Welfare Issues					

Competency	Competency Benchmark	Measures	Behavior/ Description of CE measure	Dimension	Outcome Measure Benchmark	Assessment Procedures: Outcome Measures	Assessment Procedures: Competency
Competency 4: Engage in Practice-informed Research and Research- informed Practice	80% of students will reach outcome measures benchmarks	Measure 1: (based on real or simulated practice)	Use practice experience and theory to inform scientific inquiry and research	Skills	For Measure 1: Students must score a minimum of 3 out of 4 points on each item	For Measure 1: Average student scores on all items in rubric (Rubric provided on p. 172)	Determine % of students attaining benchmark for the measure. Average %s together to obtain % of students demonstrating competence for the competency.
		Demonstration of presentation of results from research project	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Skills			
		SWK 4720 Social Work Capstone	Use and translate research evidence to inform and improve practice, policy and service delivery	Skills			
		Measure 2: Unit 1 exam, assignment 5, and assignment 6	Students will answer questions in an exam and two essays about the value and uses of qualitative and quantitative research for scientific knowledge	Knowledge	For Measure 2: Aggregate of student scores on Unit 1 test items MC 9-13, TF 3-4, 9-11, 14, and essay 1; assignment 5; assignment 6 (Rubric provided on p. 178-182)	For Measure 2: Students must score a minimum of 3 out of 4 points on each rubric item	
		SOC 3910: Research Methods					

Competency	Competency Benchmark	Measures	Behavior/ Description of CE measure	Dimension	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	80% of students will reach outcome measures benchmarks	Measure 1: (based on real or simulated practice)	Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services	Skills	For Measure 1: Students must score a minimum of 3 out of 4 points on each item	For Measure 1: Average student scores on all items in rubric (Rubric provided on p. 174)	Determine % of students attaining benchmark for the measure. Average %s together to obtain % of students demonstrating competence for the competency.
		Demonstration of policy advocacy	Assess how social welfare and economic policies impact the delivery of and access to social services	Skills			
		SWK 4010: Social Welfare Policy, Programs, and Services	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Skills			
		Measure 2: Oppressions essay pt. 1 - impact on social services delivery SWK 4110 Social Welfare Issues	Students will apply their understanding of human rights and social justice to describe their understanding of the impact of oppressions on social services delivery.	Knowledge	For Measure 2: Average student scores on all rubric items (Rubric provided on p. 183)	For Measure 2: Students must score a minimum of 3 out of 4 points on each rubric item	

Competency	Competency Benchmark	Measures	Behavior/ Description of CE measure	Dimension	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will reach outcome measures benchmarks	Measure 1: (based on real or simulated practice) Field Evaluation	Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Skills	For Measure 1: Students must score a minimum of 3 out of 4 points on each item	For Measure 1: Average student scores on items in section I Competency 6 (a- b) on field evaluation. (Field evaluation instrument provided on pp. 168-171)	Determine % of students attaining benchmark for the measure. Average %s together to obtain % of students demonstrating competence for the competency.
			Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies				
		Measure 2: Demonstration of engagement and assessment process via comprehensive case study SWK 4030: Social Work Practice III	A case from the student's field placement is used to illustrate the engagement process at the individual, family, group, community, and organizational level.	Knowledge	For Measure 2: Average of scores on assignment #4, items 3, 4, and 8. (Rubric provided on p. 184)	For Measure 2: Students must score a minimum of 3 out of 4 points on each rubric item	

Competency	Competency Benchmark	Measures	Behavior/ Description of CE measure	Dimension	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will reach outcome measures benchmarks	Measure 1: (based on real or simulated practice) Field Evaluation	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Skills	For Measure 1: Students must score a minimum of 3 out of 4 points on each item	For Measure 1: Average student scores on items in section I Competency 7 (a- d) on field evaluation. (Field evaluation instrument provided on pp. 168-171)	Determine % of students attaining benchmark for the measure. Average %s together to obtain % of students demonstrating competence for the competency.
			Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies	Skills			
			Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths,	Skills			

			needs, and challenges within clients and constituencies				
			Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Skills			
		Measure 2: Demonstration of engagement and assessment process via comprehensive case study SWK 4030: Social Work Practice III	A case from the student's field placement is used to illustrate the assessment process for social systems to include the individual, family, group, organization, and community.	Knowledge	For Measure 2: Average of scores on assignment #4, items 5, 7, and 9. (Rubric provided on p. 185-186)	For Measure 2: Students must score a minimum of 3 out of 4 points on each rubric item	

Competency	Competency Benchmark	Measures	Behavior/ Description of CE measure	Dimension	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students will reach outcome measures benchmarks	Measure 1: (based on real or simulated practice) Field Evaluation I(8)	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Skills	For Measure 1: Students must score a minimum of 3 out of 4 points on each item	For Measure 1: Average student scores on items in section I Competency 8 (a-e) on field evaluation. (Field evaluation instrument provided on pp. 168-171)	Determine % of students attaining benchmark for the measure. Average %s together to obtain % of students demonstrating competence for the competency.
			Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Skills			
			Use inter- professional collaboration as appropriate to achieve beneficial practice outcomes	Skills			

			Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Skills			
			Facilitate effective transitions and endings that advance mutually agreed-on goals	Skills			
		Measure 2: Vignette on intervention SWK 4020: Practice II	Apply knowledge, skills and values to a field or policy example, demonstrating negotiation, mediation, and advocacy with and on behalf of diverse clients and constituencies	Knowledge	For Measure 2: Average student scores on all rubric items (Rubric provided on p. 187)	For Measure 2: Students must score a minimum of 3 out of 4 on each rubric item	

Competency	Competency Benchmark	Measures	Behavior/ Description of CE measure	Dimension	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students will reach outcome measures benchmarks	Measure 1: (based on real or simulated practice) Field Evaluation I(9)	Select and use appropriate methods for evaluation of outcomes	Skills	For Measure 1: Students must score a minimum of 3 out of 4 points on each item	For Measure 1: Average student scores on items in section I Competency 9 (a-d) on field evaluation. (Field evaluation instrument provided on pp. 168-171)	Determine % of students attaining benchmark for the measure. Average %s together to obtain % of students demonstrating competence for the competency.
			Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Skills			
			Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Skills			

			Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Skills			
		Measure 2: Vignette on choosing the right evaluation tool SWK 4020 Practice II	Students will identify evaluation tools in use at their agencies and evaluate how they were chosen and their effectiveness. If a tool is not used, they will suggest a tool and describe why it was chosen.	Knowledge	For Measure 2: Average student scores on all rubric items (Rubric provided on p. 188)	For Measure 2: Students must score a minimum of 3 out of 4 on each rubric item	

2. Assessment of competence was done by program designated faculty or field personnel for all program options.

Competency #1: Assessment of Competence for Measure #1 Done By: Dr. Reeves or Professor Miles

Competency #1: Assessment of Competence for Measure #2 Done By: Professor Miles

Competency #2: Assessment of Competence for Measure #1 Done By: Dr. Reeves or Professor Miles

Competency #2: Assessment of Competence for Measure #2 Done By: Dr. Brown

Competency #3: Assessment of Competence for Measure #1 Done By: Dr. Brown

Competency #3: Assessment of Competence for Measure #2 Done By: Dr. Reeves

Competency #4: Assessment of Competence for Measure #1 Done By: Professor Miles

Competency #4: Assessment of Competence for Measure #2 Done By: Professor Holmes

Competency #5: Assessment of Competence for Measure #1 Done By: Dr. Reeves

Competency #5: Assessment of Competence for Measure #2 Done By: Dr. Reeves

Competency #6: Assessment of Competence for Measure #1 Done By: Dr. Reeves or Professor Miles

Competency #6: Assessment of Competence for Measure #2 Done By: Dr. Brown

Competency #7: Assessment of Competence for Measure #1 Done By: Dr. Reeves or Professor Miles

Competency #7: Assessment of Competence for Measure #2 Done By: Dr. Brown

Competency #8: Assessment of Competence for Measure #1 Done By: Dr. Reeves or Professor Miles

Competency #8: Assessment of Competence for Measure #2 Done By: Professor Miles

Competency #9: Assessment of Competence for Measure #1 Done By: Dr. Reeves or Professor Miles

Competency #9: Assessment of Competence for Measure #2 Done By: Professor Miles

3. Program provides a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, including any competencies added by the program.

Identified Measures	Competencies Assessed	When Assessed	Where Assessed	How Assessed
Measure 1:	1	April, 4 th year	Field	Field evaluation
Measure 2:	1	December, 4 th year	Practice 2	Case vignette
Measure 1:	2	April, 4 th year	Field	Field evaluation
Measure 2:	2	March, 2 nd year	Discrimination	Video analysis
Measure 1:	3	April, 2 nd year	Discrimination	Presentation of data on campus bias to Dean of Campus Equity
Measure 2:	3	October, 4 th year	Social Welfare	Oppressions essay – social work leadership
Measure 1:	4	March, 4 th year	SWK capstone	Research project demonstration - simulation of sharing results with agency
Measure 2:	4	October and December, 3 rd year	Research Methods	Midterm and final exam
Measure 1:	5	October, 4 th year	Social Welfare	Oppressions essay – impact of oppression on social welfare
Measure 2:	5	November and December, 4 th year	Social Welfare	Demonstration of political advocacy to local elected officials
Measure 1:	6	April, 4 th year	Field	Field evaluation
Measure 2:	6	April, 4 th year	Practice 3	Case study
Measure 1:	7	April, 4 th year	Field	Field evaluation
Measure 2:	7	April, 4 th year	Practice 3	Case study
Measure 1:	8	April, 4 th year	Field	Field evaluation
Measure 2:	8	October, 4 th year	Practice 2	Case vignette
Measure 1:	9	April, 4 th	Field	Field evaluation
Measure 2:	9	November, 4 th year	Practice 2	Case vignette

4. Program provides at least two measures to assess each competency, including any competencies added by the program, for all program options.

The program use the field evaluation as a real measure of skills for competencies 1,2,6,7,8,9. The program uses the presentation of data on campus bias for the simulated measure of competency 3, the presentation of research for the simulated measure of competency 4, and the use of their social welfare policy analysis and proposal in a meeting with an elected official as a simulated measure of competency 5. The program uses case vignettes created by the students as course embedded measures of competencies 1, 8, 9. The program uses a video analysis as the course embedded measure of competency 2, an essay on social work leadership in addressing oppression as the course embedded measure of competency 3, the midterm and final exam as the course embedded measure of competency 4, an essay on the impact of oppression on the delivery of social welfare as the course embedded measure of competency 5, and specific questions in a case study analysis for competencies 6 and 7.

5. At least one of the assessment measures is based on demonstration of the competency in real or simulated practice situations for all program option.

Program uses real practice situations for measure 1 for competencies 1, 2, 6, 7, 8, 9. Program uses simulated practice situations for measure 1 for competencies 3, 4, 5.

6. Narrative explains how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0 (involving both performance and the knowledge, values, skills, and cognitive and affective processes).

The program measures the dimensions of knowledge and skills for each competency. Skills are measured through real or simulated demonstration. Knowledge is measured through a variety of course embedded measures, including exams, vignettes, case studies, reflections, and essays.

7. Narrative includes a rationale for each benchmark.

Benchmarks are set at 80% or 3.0 for all competencies. The rationale is that all students are expected to perform at a level that is better than “acceptable”, the same standard to which the program holds itself.

Competency	Competency Benchmark % Rationale:	Outcome Measure #1 Benchmark Rationale:	Outcome Measure #2 Benchmark Rationale:
#1	The program holds itself to the same expectations as for the students – 80% or 3.0	3.0 on the GPA scale is considered “good” performance. We expect all students to perform at	3.0 on the GPA scale is considered “good” performance. We expect all students to perform at

		a level that is better than "acceptable"	a level that is better than "acceptable"
#2	The program holds itself to the same expectations as for the students – 80% or 3.0	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"
#3	The program holds itself to the same expectations as for the students – 80% or 3.0	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"
#4	The program holds itself to the same expectations as for the students – 80% or 3.0	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"
#5	The program holds itself to the same expectations as for the students – 80% or 3.0	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"
#6	The program holds itself to the same expectations as for the students – 80% or 3.0	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"
#7	The program holds itself to the same expectations as for the students – 80% or 3.0	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"
#8	The program holds itself to the same expectations as for the students – 80% or 3.0	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"
#9	The program holds itself to the same expectations as for the students – 80% or 3.0	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"	3.0 on the GPA scale is considered "good" performance. We expect all students to perform at a level that is better than "acceptable"

8. Narrative includes a description of how it is determined that students' performance meets the benchmark.

The number of students who score at or above the 3.0 benchmark are divided by the number of students measured to determine the percentage of students meeting the benchmark.

9. Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark

The percentages from each measure are averaged to determine that the students' performance meets the 80% benchmark for each competency.

10. The program provides copies of all assessment measures used to assess all identified competencies.

Copies of all assessment measures are appended at the end of Standard 4.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 4.0.2: *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

1. Narrative provides the program's most recent year of summary data and outcomes for the assessment of each of the identified competencies for each program option.

The program's most recent year of summary data and outcomes for the assessment of each of the identified competencies for the one on campus program option is presented in the matrix below:

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining (N=8 for 2018-2019 measures) (N=14 for 2019-2020 measures)	Percentage Achieving Competency	Competency Attained
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will reach outcome measures benchmark of 3.0 on 0-4 Likert scale	Measure 1: Students must score a minimum of 3 out of 4 points Measure 2: Students must score a minimum of 3 out of 4 points	S2019 Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% F2019 79%	89.5%	YES
Competency 2: Engage Diversity and Difference in Practice	80% of students will reach outcome measures benchmark of 3.0 on 0-4 Likert scale	Measure 1: Students must score a minimum of 3 out of 4 points Measure 2: Students must score a minimum of 3 out of 4 points	S2019 Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% S2020 80%	92.5%	YES
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will reach outcome measures benchmark of 3.0 on 0-4 Likert scale	Measure 1: Students must score a minimum of 3 out of 4 points Measure 2: Students must score a minimum of 3 out of 4 points	S2019 100% F2019 100%	100%	YES

Competency 4: Engage in Practice- informed Research and Research- informed Practice	80% of students will reach outcome measures benchmark of 3.0 on 0-4 Likert scale	Measure 1: Students must score a minimum of 3 out of 4 points Measure 2: Students must score a minimum of 3 out of 4 points	Data unavailable until Spring 2021 due to Covid-19 Data unavailable until Spring 2021 due to Covid-19	Percentage will be calculated Spring 2021 due to Covid- 19	Determination will be made Spring 2021 due to Covid- 19
Competency 5: Engage in Policy Practice	80% of students will reach outcome measures benchmark of 3.0 on 0-4 Likert scale	Measure 1: Students must score a minimum of 3 out of 4 points Measure 2: Students must score a minimum of 3 out of 4 points	F2019 64% F2019 100%	82%	YES
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will reach outcome measures benchmark of 3.0 on 0-4 Likert scale	Measure 1: Students must score a minimum of 3 out of 4 points Measure 2: Students must score a minimum of 3 out of 4 points	S2019 Behavior 1: 100% Behavior 2: 100% S2019 100%	92.3%	YES
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will reach outcome measures benchmark of 3.0 on 0-4 Likert scale	Measure 1: Students must score a minimum of 3 out of 4 points Measure 2: Students must score a minimum of 3 out of 4 points	S2019 Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100%	100%	YES
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students will reach outcome measures benchmark of 3.0 on 0-4 Likert scale	Measure 1: Students must score a minimum of 3 out of 4 points	S2019 Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100%	100%	YES

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students will reach outcome measures benchmark of 3.0 on 0-4 Likert scale	Measure 2: Students must score a minimum of 3 out of 4 points	F2019 100%		
		Measure 1: Students must score a minimum of 3 out of 4 points	S2019 Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100%	89.5%	YES
		Measure 2: Students must score a minimum of 3 out of 4 points	F2019 79%		

2. Narrative specifies the percentage of students achieving program benchmarks for each program.

The percentage of students achieving program benchmarks for the one on campus program option is presented in the matrix above.

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 4.0.3: *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.*

1. The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public.

**Castleton University BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
2018-2019 ACADEMIC YEAR**

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Competency 1: Demonstrate Ethical and Professional Behavior	80% of student will get a grade of 3.0 or higher	95%
Competency 2: Engage Diversity and Difference in Practice	80% of student will get a grade of 3.0 or higher	89%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of student will get a grade of 3.0 or higher	79%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80% of student will get a grade of 3.0 or higher	76%
Competency 5: Engage in Policy Practice	80% of student will get a grade of 3.0 or higher	83%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of student will get a grade of 3.0 or higher	88%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of student will get a grade of 3.0 or higher	85%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of student will get a grade of 3.0 or higher	89%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of student will get a grade of 3.0 or higher	93%

2. The program updates Form AS 4(B) and/or Form AS 4(M) on its website with the most recent assessment outcomes.

Active Hyperlink to the Public Webpage where Assessment Outcomes are Posted:

<https://www.castleton.edu/academics/undergraduate-programs/social-work/>

3. The program updates the Form AS 4(B) and/or Form AS 4(M) minimally every 2 years.

Academic year reflected in *Form AS 4(B/M)* published on the program's website:
2018 – 2019

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 4.0.4: *The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.*

1. The narrative describes the process used to evaluate outcomes for each program option.

PROCESS USED TO EVALUATE OUTCOMES

Faculty Program Critique

The overall responsibility for the creation, implementation, analysis, and continuous improvement of the assessment plan lies with the program, i.e. faculty, with help from the Advisory Council. Other people/entities are involved with specific parts of the plan, but the program must be, and is, ultimately responsible for the assessment plan. Faculty program critique is an ongoing process. This happens continuously in an informal manner, as there are only three full-time faculty, our offices are together, we get along well, and there is a culture of cooperation, academic coordination, and desire to continuously improve the program. There are regular formal program meetings bimonthly where issues are discussed (except during the reaccreditation process), including the assessment plan, analyses, findings, recommendations, and implementation plans are made accordingly. Formal meeting notes are kept for all meetings by Program Director.

Annually, the program faculty meets to review the program, including assessments. During the reaccreditation process since passage of the 2015 EPAS, the faculty met for many hours together to review existing criteria and review processes, to develop new ones, and to review results and implement recommendations. Based upon this review, the faculty determined whether the program's assessment tools and methodologies being used were appropriate and effective for program assessment and compliance with EPAS and Vermont State Colleges' accreditation standards. Analyses of findings and recommendations were discussed, and implementation plans for changes were made. Minutes of these meetings were kept.

The program reviews the following measures to assess the program:

1. Student Mastery of Competencies
2. Course assessments
3. Student Implicit Curriculum Evaluation Instrument
4. Field Experience I & II Supervisors' Spring Student Evaluation Form

PROGRAM ASSESSEMENT STRATEGIES TIMETABLE FROM 2012 TO 2019

	2012	2013	2014	2015	2016	2017	2018	2019
1. Student Mastery of Competencies	Y	Y	Y	Y	Y	Y	Y	Y
2. Course assessments	Y	Y	Y	Y	Y	Y	Y	Y
3. Student Implicit Curriculum Evaluation Instrument	Y	Y	Y	Y	Y	Y	Y	Y
4. Field Experience I & II: Supervisors' Spring Student Evaluation Form	Y	Y	Y	Y	Y	Y	Y	Y

DESCRIPTION OF EACH OF THE ASSESSMENT TOOLS:

1. Student Mastery of Competencies

In order to see how the students thought they had mastered program behaviors, faculty administered a rating survey of all competencies and associated behaviors to all seniors. This is the first official measure of how students perceived their mastery of key behaviors before field evaluations. The results of the survey are shared annually with the program faculty during the Annual Program Faculty Critique later in the semester. Curriculum and program changes are made when deemed appropriate. In addition, each of faculty come to Capstone Seminar to review their courses with the students to help them put the curriculum all together, and to get feedback. All social work required courses are reviewed with students. The review is critical in providing the faculty with continuous feedback as to the effectiveness of the overall program in preparing generalist practitioners in accordance with EPAS Standards.

The survey was administered to seven (N=7) of 8 senior social work majors in spring 2019. The results revealed a range of percentages between 71.43% and 100%, revealing that students rated themselves as having a relatively high degree of confidence for engaging in identified behaviors associated with each competency. This was a significant improvement from the 2012 survey results submitted as part of our 2012 self-study, which had six areas that were below the benchmark. Student's highest

level of confidence was associated with the competency of identifying as a professional social worker and conducting oneself accordingly. The only practice behaviors not reaching 80% were:

- Engage in practices that advance social, economic, and environmental justice 71.43%
- Use practice to inform research 71.43%

Students in the 2018-2019 academic year were not confident in their ability to engage in practices that advance social, economic, and environmental justice. In response, in the fall 2019 semester faculty expanded opportunities for students to practice in these areas through demonstration meeting with Vermont legislators. Additional research content and the real/simulated measure for research was moved to the second semester senior year to allow students to have spent a semester in the field to apply their practice knowledge to research.

2. Course Assessments

During and at the end of each course, some combination of tests, exams, presentations, and papers are administered at the discretion of each faculty member. These faculty-constructed instruments are used to evaluate the extent to which course, and therefore program, learning outcomes each student has achieved. Outcomes related to social work knowledge, values, skills and cognitive and affective processes are integrated into tests, exams, presentations, and papers. Both quantitative and qualitative feedback is embedded in the instruments. Students are provided with robust feedback from professors in the form of comments, corrections, and quantitative indicators of their level of achievement. When students fall short of the desired outcomes, they are asked to either repeat the test, exam, presentation or paper, or in some instances, repeat the course. The university and the program have provided rubrics for achieving a particular grade that serves as an indicator of student progress.

3. Social Work Student Implicit Curriculum Evaluation Instrument

This survey was developed by faculty in 2011 in order to assess implicit curriculum. It was administered to all seniors in February. The professor will administer the survey, compile the data, analyze, and present to faculty for analysis and to make programmatic changes if needed.

4. Field Experience I & II, Supervisors' Spring Student Evaluation Form

All seniors take these two courses. Using the same Field Evaluation Form instrument, students are evaluated each semester by themselves and their agency-based supervisor. The Field Director/Instructor is present during the evaluation meetings and uses the instruments, as well as her or his own evaluation based on on-site supervision, in determining students' grades. The criteria in the evaluation form reflect the learning outcomes of field instruction and of the program. The data from the evaluation

instrument from both students and supervisors have been tabulated regularly yearly since 1999 from all seniors by the Program Staff Assistant. The current data from spring 2019 is shown below. This data is analyzed by the Field Director. The data informs the field director of all areas of student performance, and she or he uses the data to guide the students' supervision and that of the agency. The data and analysis are presented to the faculty and Advisory Council. Areas of concern are discussed and plans are implemented by whomever is responsible. For example, if a change is to be made in a practice course, the faculty who teaches the course is responsible for implementation.

Advisory Council

Major areas needing to be addressed are presented to the Advisory Council for recommendations. For the past several years, the Advisory Council has reviewed assessment data from a specific competency at least yearly. They have been very helpful, and we usually incorporate all their suggestions regarding assessment. The Council meets two or three times per year (except during self-study years where we meet much more frequently) not including sub-committee meetings. Minutes of these meetings are kept.

Explicit Curriculum

As described in EP 4.0.1 description of assessment plan, faculty is responsible for assessment and data entry for each competency. Faculty enter this data into the reporting format. Concerns regarding the data are reviewed at program meetings as needed. This has been done regularly since before the Program Reaccreditation of 2004. The explicit curriculum data was reviewed again in January 2020 (just before completion of the self-study) by all faculty and the Advisory Council. All nine competencies were above the 80% benchmark demonstrating that the changes to competencies below the benchmark were successful and all other competencies continued to be above the benchmarks.

Student mastery of competencies self-assessment - Spring 2019

Explanation of Rating Scale

A=4 points--Excellent mastery of course material

B=3 points--Good mastery of course material

C=2 points--Acceptable mastery of course material

D=1 point--Deficient in mastery of course material

F=0 points--Serious deficiency in mastery of course material

Student Number	1 a. Make Ethical Decisions	1 b. Use Reflection	1 c. Demonstrate Professional demeanor	1 d. Use technology ethically	1 e. Use Supervision and consultation	2 a. Apply and communicate	2 b. Present themselves as learners	2 c. Apply self-awareness and self-regulation	3 a. Apply understanding of social economic and environmental justice	3b. Engage in practices that advance social, economic, and environmental justice
1	4	4	4	3	4	4	4	4	4	4
2	3	4	3	3	4	4	4	4	3	3
3	4	4	3	4	*	4	3	4	4	4
4	4	4	4	4	4	3	4	4	3	4
5	4	3	4	4	4	4	3	3	3	1
6	3	4	4	4	4	4	4	4	3	2
7	3	4	4	4	4	3	4	4	4	3
8										
9										
# reaching benchmark	7	7	7	7	6	7	7	7	7	5
N	7	7	7	7	7	7	7	7	7	7
% reaching benchmark	100.00%	100.00%	100.00%	100.00%	85.71%	100.00%	100.00%	100.00%	100.00%	71.43%

Student Number	4a. Use practice to inform research	4b. Critically analyse quant and qual methods and findings	4c. Use research to inform practice	5a. Identify social policy	5b. Assess social welfare and economic policies	5c. Apply critical thinking to policy	6 a. Apply knowledge of human behavior and the social environment	6 b. Use empathy, reflection and interpersonal skills	7 a. Collect and organize data	7 c. Develop mutually agreed-on intervention goals	7 d. Select appropriate intervention strategies
1	4	4	4	4	4	4	4	4	4	3	4
2	3	3	3	2	3	3	4	4	3	3	3
3	3	3	4	3	3	3	4	4	3	3	3
4	4	4	4	3	4	4	4	4	4	4	4
5	1	3	2	3	3	1	3	4	4	4	3
6	2	2	2	3	3	3	4	4	3	3	3
7	3	4	3	3	4	4	4	4	3	4	4
8											
9											
# reaching benchmark	5	6	5	7	6	6	7	6	7	6	6
N	7	7	7	7	7	7	7	7	7	7	7
% reaching benchmark	71.43%	85.71%	71.43%	100.00%	85.71%	85.71%	100.00%	85.71%	100.00%	85.71%	85.71%

Student Number	8 a. Critically choose and implement interventions	8 b. Apply knowledge of human behavior and the social environment	8 c. Use inter-professional collaboration	8 d. Negotiate, mediate, and advocate	8 e. Facilitate effective transitions and endings	9 a. Select and use appropriate methods	9 b. Apply knowledge of human behavior and the social environment	9 c. Critically analyze, monitor and evaluate	9 d. Apply evaluation findings
1	4	4	4	4	4	3	4	4	4
2	3	4	3	4	4	3	4	3	3
3	4	4	3	4	4	3	4	3	3
4	4	4	4	4	4	3	4	4	4
5	4	4	3	3	3	3	3	3	3
6	3	4	4	2	*	2	4	2	2
7	4	4	4	4	4	4	4	4	4
8									
9									
# reaching benchmark	7	7	7	7	6	6	7	7	7
N	7	7	7	7	7	7	7	7	7
% reaching benchmark	100.00%	100.00%	100.00%	100.00%	85.71%	85.71%	100.00%	100.00%	100.00%

2. The narrative describes the implications for program renewal across all program options.

The regular review of outcome data by the faculty and with the Advisory Council allows the program to continually renew and update its academic offerings to provide the best programming for students to achieve the program benchmarks for the competencies.

3. The narrative discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data for each program option.

More time was spent in SWK 4010 on understanding the types of prejudice, stereotyping, and oppression in our rural context and the role of social work leadership to address the 21% of students not achieving the benchmark. Application of research content was increased in SWK 4720 Capstone Seminar to address the 24% of students not achieving the benchmark.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	BENCHMARK MET?
Competency 1: Demonstrate Ethical and Professional Behavior	80% of student will get a grade of 3.0 or higher	95%	Y
Competency 2: Engage Diversity and Difference in Practice	80% of student will get a grade of 3.0 or higher	89%	Y
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of student will get a grade of 3.0 or higher	79%	N More time was spent in SWK 4010 on the types of prejudice, stereotyping, and oppression in our rural context and the role of social work leadership
Competency 4: Engage in Practice-informed Research and Research-informed Practice	80% of student will get a grade of 3.0 or higher	76%	N Application of research content was increased in SWK 4720 Capstone Seminar
Competency 5: Engage in Policy Practice	80% of student will get a grade of 3.0 or higher	83%	Y
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of student will get a grade of 3.0 or higher	88%	Y

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of student will get a grade of 3.0 or higher	85%	Y
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of student will get a grade of 3.0 or higher	89%	Y
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of student will get a grade of 3.0 or higher	93%	Y

Program Options:

Select One:

- ☒ The program has only one (1) option.

Accreditation Standard 4.0.5: *For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program-defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.*

1. For each program option, the narrative provides the program's plan for assessing the implicit curriculum, including program-defined stakeholders.

Methodology of Assessment:

Senior social work majors are surveyed and the data is averaged. Dr. Brown administers the survey, compiles the data, analyzes, and presents to faculty for analysis and to make programmatic changes if needed.

Area(s) of Implicit Curriculum Assessed:

The instrument assesses diversity, student development, faculty, and resources.

Stakeholders Assessed:

Senior social work majors are assessed.

Tools/Instruments Used:

Social Work Student Implicit Curriculum Evaluation Instrument. This survey was developed in 2011 in order to assess implicit curriculum. It was administered to all seniors on April 17, 2019.

2. For each program option, the narrative provides summary data for the assessment of the implicit curriculum, as defined in EP 4.0, including program-defined stakeholders.

Detailed Findings:

1. 3.8	2. 3.6	3. 3.1	4. 3.2
5. 2.4	6. 2.8	7. 2.5	8. 3.2
9. 3.4	10. 3.1	11. 2.9	12. 3.3
13. 4.0	14. 2.6	15. 3.4	16. 3.6
17. 3.2	18. 3.3	19. 2.7	20. 3.7
21. 3.7	22. 3.4	23. 3.1	24. 3.9
25. 2.8	26. 3.2	27. 2.5	28. 2.7
29. 3.9	30. 3.5	31. 2.6	32. 3.5
33. 2.5	34. 3.3	35. 3.1	36. 3.5
37. 3.6	38. 3.1	39. 3.4	

3. For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes.

Specific Changes Made or Planned:

In regard to #5 & #7, recognizing the number of transfer students are increasing in our program population, the Program Director has worked with Admissions to clarify the pathways process from feeder schools and the program advisors have worked to clarify the explanation of how credits transfer from other schools. Clarification will also be added to section of the program manual that also explains the process.

In regard to #11, #19, and #31, students have a fixed seat at the Advisory Council, where discussions are held regarding program policies. Individual professors have expressed to students that they are open to program critique and constructive feedback. Students are also supported in being actively involved with the Student Government Association. One of our majors is currently Executive VP for SGA.

In regard to #14, students have been encouraged to participate in the Social Issues Club, however, the club was dormant for a few years, only just rebuilding in 2019.

Officers from the club come to social work classes to make announcements and encourage participation.

In regard to #25, the social work program has been working with the Director of Library Services to add resources to the social work holdings at the library. Students have also been made more aware of the many resources available online rather than physically in the library. Details are available in the Library Report enclosed within this document.

In regard to #27, the social work program has been working with the Director of Library Services to add resources to the social work-related videos at the library. Students have also been made more aware of the many resources available online rather than physically in the library and faculty have been increasing the use of current videos in the classroom.

In regard to #28, "Career Day" was renamed the "Human Services Grad and Job Fair" in spring 2019 and has had excellent attendance. Students are reminded in all SWK classes of the date, time, & location and the importance of attendance. Social work faculty model attendance.

In regard to # 33, students are encouraged to participate in faculty/student research. Future versions of the survey will clarify the meaning of "the opportunity to mentor with faculty"

Program Options:

Select One:

- ☒ The program has only one (1) option.

ASSESSMENT RUBRICS

Rubric for real measure for Competencies 1, 2, 6-9

CASTLETON UNIVERSITY SOCIAL WORK PROGRAM AGENCY SUPERVISOR EVALUATION

Student Name:

Agency Name:

Semester/Year:

Number of Hours:

Explanation of Rating Scale

4 points--Excellent mastery of course material

3 points--Good mastery of course material

2 points--Acceptable mastery of course material

1 point--Deficient in mastery of course material

0 points--Serious deficiency in mastery of course material

Indicate level of performance for the overall competency and for each component behavior by circling the appropriate number for each item. Please use the document that was provided in your supervisor's materials for examples of activities that demonstrate the behaviors.

If you complete this form electronically, please **BOLD** and underline your score. Write comments for elaboration at the end of each section. Qualitative assessment of student's performance is more valuable than quantitative.

1.SIX (of nine) COMPETENCIES FROM COUNCIL ON SOCIAL WORK EDUCATION 2015 EDUCATIONAL POLICY:

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

OVERALL SCORE

0 1 2 3 4 N/A

- | | | | | | | |
|---|---|---|---|---|---|-----|
| A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. | 0 | 1 | 2 | 3 | 4 | N/A |
| B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | 0 | 1 | 2 | 3 | 4 | N/A |
| C. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication. | 0 | 1 | 2 | 3 | 4 | N/A |
| D. Use technology ethically and appropriately to facilitate practice outcomes. | 0 | 1 | 2 | 3 | 4 | N/A |
| E. Use supervision and consultation to guide professional judgement and behavior. | 0 | 1 | 2 | 3 | 4 | N/A |

COMMENTS:

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**OVERALL SCORE**

0 1 2 3 4 N/A

- | | | | | | | |
|---|---|---|---|---|---|-----|
| A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | 0 | 1 | 2 | 3 | 4 | N/A |
| B. Present themselves as learners and engage clients and constituencies as experts of their own experiences. | 0 | 1 | 2 | 3 | 4 | N/A |
| C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | 0 | 1 | 2 | 3 | 4 | N/A |

COMMENTS:**COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES****OVERALL SCORE**

0 1 2 3 4 N/A

- | | | | | | | |
|---|---|---|---|---|---|-----|
| A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with the clients and constituencies. | 0 | 1 | 2 | 3 | 4 | N/A |
| B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | 0 | 1 | 2 | 3 | 4 | N/A |

COMMENTS:

**COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS
ORGANIZATIONS, AND COMMUNITIES**

OVERALL SCORE

0 1 2 3 4 N/A

- | | |
|--|---------------|
| A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | 0 1 2 3 4 N/A |
| B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | 0 1 2 3 4 N/A |
| C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; | 0 1 2 3 4 N/A |
| D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | 0 1 2 3 4 N/A |

COMMENTS:

**COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES,
GROUPS, ORGANIZATIONS, AND COMMUNITIES**

OVERALL SCORE

0 1 2 3 4 N/A

- | | |
|---|---------------|
| A. Critically choose and implement interventions to achieve practice goals and enhance capabilities of clients and constituencies. | 0 1 2 3 4 N/A |
| B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | 0 1 2 3 4 N/A |
| C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | 0 1 2 3 4 N/A |
| D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. | 0 1 2 3 4 N/A |
| E. Facilitate effective transitions and endings that advance mutually agreed-on goals. | 0 1 2 3 4 N/A |

COMMENTS:

**COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES,
GROUPS, ORGANIZATIONS, AND COMMUNITIES**

OVERALL SCORE

0 1 2 3 4 N/A

A. Select and use appropriate methods for evaluation of outcomes.	0	1	2	3	4	N/A
B. Apply knowledge of human behavior and the social environment.	0	1	2	3	4	N/A
C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	0	1	2	3	4	N/A
D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	0	1	2	3	4	N/A

COMMENTS:

Field Supervisor signature, title, and date

Castleton University Field Instructor and date

Student signature and date

Rubric for simulated measure for Competency 3

SWK 2040: Discrimination in American Society
Grading Rubric: Assignment # 4: Detection and Intervention in Campus-Based

Bias

Competency 3 Advance Human Rights and Social, Economic. And Environmental Justice.				1	2	3	4
Within the assignment, the student effectively collected information regarding the presence of social, economic, and environmental injustices within the campus community.							
Within the assignment, student analysis of available information gathered during the focus group pointed to instances of social, economic, and environmental injustices that affected the quality of life for some students.							
Assignment demonstrates the student's ability to practice using the policy brief as the preferred tool to advance awareness of social, economic, and environmental injustices and instill in others the steps needed to promote justice. Advocacy practice is advanced as students convey their findings to the Associate Dean of Students in charge of equality on campus.							
Totals:							
1= Below average, Student accurately demonstrated very few of the elements of the competency	2=average, Student accurately demonstrated some of the elements of the competency	3=above average, Student accurately demonstrated many of the elements of the competency	4=excellent Students effectively demonstrated all of the elements of the competency.				
Comment when "Inadequate:"							



Rubric for simulated measure for Competency 4

RUBRIC FOR CAPSTONE RESEARCH PROJECT DEMONSTRATION: SIMULATION OF SHARING RESULTS WITH AGENCY

NAME: _____ DATE: _____

RESEARCH

AREA: _____

Behavior	4 Excellent	3 Good	2 Acceptable	1 Deficient	0 Does not meet standard
Use practice experience and theory to inform scientific inquiry and research	Student clearly and concisely identifies how to use practice experience and theory to inform scientific inquiry and research on their topic.	Student clearly identifies how to use practice experience and theory to inform scientific inquiry and research on their topic.	Student adequately identifies how to use practice experience and theory to inform scientific inquiry and research on their topic.	Student poorly identifies how to use practice experience and theory to inform scientific inquiry and research on their topic	Student does not identify how to use practice experience and theory to inform scientific inquiry and research on their topic
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Student clearly and concisely demonstrates critical thinking to engage in analysis of quantitative and qualitative research methods and research findings related to their topic.	Student clearly demonstrates critical thinking to engage in analysis of quantitative and qualitative research methods and research findings related to their topic.	Student adequately demonstrates critical thinking to engage in analysis of quantitative and qualitative research methods and research findings related to their topic.	Student poorly demonstrates critical thinking to engage in analysis of quantitative and qualitative research methods and research findings related to their topic.	Student does not demonstrate critical thinking to engage in analysis of quantitative and qualitative research methods and research findings related to their topic.
Use and translate research evidence to inform and improve practice, policy and service delivery	Student clearly and concisely translates research evidence to suggest how to inform and improve practice, policy and service delivery at their field placement.	Student clearly translates research evidence to suggest how to inform and improve practice, policy and service delivery at their field placement.	Student adequately translates research evidence to suggest how to inform and improve practice, policy and service delivery at their field placement.	Student poorly translates research evidence to suggest how to inform and improve practice, policy and service delivery at their field placement.	Student does not translate research evidence to suggest how to inform and improve practice, policy and service delivery at their field placement.

Rubric for simulated measure for Competency 5

GRADING RUBRIC FOR POLICY DEMONSTRATION

NAME: _____ DATE: _____

IDENTIFIED POLICY: _____

Behavior	4 excellent	3 good	2 fair	1 poor	0
Identify social policy that impacts well-being, service delivery, and access to social services	The social policy and its impact are clearly and concisely identified in the demonstration	The social policy and its impact are adequately identified in the demonstration	The social policy or the impact is unclear in the demonstration	The social policy and its impact are unclear in the demonstration	The social policy and its impact are not identified in the demonstration
Assess how social welfare and economic policies impact the delivery of and access to social services	The impact of the policy on the delivery of and access to social services is clearly and concisely identified in the demonstration	The impact of the policy on the delivery of and access to social services is adequately identified in the demonstration	The impact of the policy on the delivery of or access to social services are unclear in the demonstration	The impact of the policy on the delivery of and access to social services is unclear in the demonstration	The impact of the policy on the delivery of and access to social services is not demonstrated
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	The use of critical thinking is clearly demonstrated	The use of critical thinking is adequately demonstrated	The use of critical thinking is unclearly demonstrated	The use of critical thinking is poorly demonstrated	The use of critical thinking is not demonstrated

Rubric for real measure for Competencies 6-9

Field evaluation tool on page 168

Rubric for course-embedded measure for Competency 1

Case Vignette Assignment: Competency 1E

Competency 1: Demonstrate ethical and professional behavior.

Behavior E: Use supervision and consultation to guide professional judgement and behavior.

Write a 2-3 page case vignette describing how you demonstrate this behavior at your field placement. Make sure to protect client and staff confidentiality by using pseudonyms.

	4 Excellent	3 Good	2 Acceptable	1 Deficient	0 Does not meet standard
Vignette summarizes specific case related to the identified behavior	Vignette clearly and concisely summarizes the specific case related to the identified behavior.	Vignette clearly summarizes the specific case related to the identified behavior.	Vignette adequately summarizes the specific case related to the identified behavior.	Vignette poorly summarizes the specific case related to the identified behavior.	Vignette does not summarize the specific case related to the identified behavior.
Vignette describes the skills needed to properly engage in the behavior at the student's field placement.	Vignette clearly and concisely describes the skills needed to properly engage in the behavior at the student's field placement.	Vignette clearly describes the skills needed to properly engage in the behavior at the student's field placement.	Vignette adequately describes the skills needed to properly engage in the behavior at the student's field placement.	Vignette poorly describes the skills needed to properly engage in the behavior at the student's field placement.	Vignette does not describe the skills needed to properly engage in the behavior at the student's field placement.
Vignette addresses student strengths related to the behavior.	Vignette clearly and concisely addresses student strengths related to the behavior.	Vignette clearly addresses student strengths related to the behavior.	Vignette adequately addresses student strengths related to the behavior.	Vignette poorly addresses student strengths related to the behavior.	Vignette does not address student strengths related to the behavior.
Vignette addresses student challenges related to the behavior.	Vignette clearly and concisely addresses student challenges related to the behavior.	Vignette clearly addresses student challenges related to the behavior.	Vignette adequately addresses student challenges related to the behavior.	Vignette poorly addresses student challenges related to the behavior.	Vignette does not address student challenges related to the behavior.

Rubric for course-embedded measure for Competency 2

SWK 2040: Discrimination in American Society

Grading Rubric: Assignment # 2: Analysis of Video: America Becoming

Competency 2: Engage Diversity and Difference in Practice				1	2	3	4
Within the assignment, the student effectively demonstrated an ability to apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level.							
Within the assignment, students demonstrated an ability to present themselves as learners and engage clients and constituencies as experts of their own experiences;							
Assignment demonstrates the student’s ability to apply and communicate self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.							
Totals:							
1= Below average, Student accurately demonstrated very few of the elements of the competency	2=average, Student accurately demonstrated some of the elements of the competency	3=above average, Student accurately demonstrated many of the elements of the competency	4=excellent Students effectively demonstrated all of the elements of the competency.				
Comment when “Inadequate:”							

Rubric for course-embedded measure for Competency 3

Rubric for Exam #1 Essay 2 Social Welfare Policy - Social work leadership essay

	4 excellent	3 good	2 fair	1-0 poor
Audience and purpose 50%	Full development of purpose, clearly describes how a social work leader would address each area of oppression; clearly understands audience	Adequate development of purpose; describes how a social work leader would address each area of oppression; inconsistent evidence of understanding of audience	Assignment is difficult to follow, frequently off topic; unclear description of how a social work leader would address each area of oppression; little evidence of awareness of particular audience	Purpose of assignment not followed; does not describe how a social work leader would address each area of oppression; no evidence of understanding of audience appropriate for assignment
Content 30%	Includes all 4 areas of oppression and elaborates on ideas; appropriate use of introduction and summary	Includes all 4 areas of oppression; offers minimal exploration of ideas; uses introduction and summary	Missing an area of oppression; ineffective use of introduction and summary	Missing more than 1 area of oppression; doesn't use introduction and summary
Organization/clarity of ideas 20%	Expressed clearly, in an organized fashion	Expressed clearly, some disorganization	Somewhat organized, unclear presentation of ideas	Significant disorganization, unclear presentation

Rubric for course-embedded measure for Competency 4

Research Methods Unit 1 Test Questions

Multiple Choice

9. Which of the following is not a type of research method?

- a. qualitative
- b. mixed methods
- c. quantitative
- d. existing data

Ans: D

Cognitive Domain: Knowledge Difficulty Level: Easy

10. Debra and Dexter want to find out some reasons why some women experience domestic violence by their significant others. They, however, only want to use words, texts, illustrations, videos, and nonnumerical formats in their research. They most likely plan on using which research methodology?

- a. quantitative methodology
- b. mixed methods methodology
- c. qualitative methodology
- d. theory based methodology

Ans: C

Cognitive Domain: Application Difficulty Level: Medium

11. John spent time planning his research project about differences in the way people behave at wedding receptions. He observes the guests as they interact at the reception and makes notes. He also conducts a short survey and asks some of the guests: Are you going to raise a toast to the newlyweds? Do you plan to dance later? Do you know everyone who is sitting at the table with you? Have you come alone to the reception? Have you introduced yourself to those at your table? He wanted to see how much persons were taking part or planned to participate in the celebrations. All his survey questions have determined multiple choice answers. John is most likely using what type of research methodology?

- a. qualitative research
- b. quantitative research
- c. mixed-methods research
- d. data research

Ans: C

Cognitive Domain: Application Difficulty Level: Medium

12. Which of the following refers to research studies that combine the best features of both qualitative and quantitative methodologies?

- a. hypothesis
- b. mediator
- c. applied research
- d. mixed methods

Ans: D

Cognitive Domain: Knowledge Difficulty Level: Easy

13. _____ is the next logical step in the research process after a researcher has completed the design of his or her qualitative, quantitative or mixed-methods study.

- a. Analyze data
- b. Inform others
- c. Present findings before an audience
- d. Collect data

Ans: D

Cognitive Domain: Analysis Difficulty Level: Hard

14. Which of the following accurately outlines the differences between the inductive and deductive approaches to social theory?

- a. Inductive begins with a broad grasp of a particular topic and later examines the specific aspects of the topic. Deductive begins with a narrow examination of the topic of study and moves to a broader inspection later.
- b. Inductive begins with concrete or observable things and moves toward abstract or theoretical ideas. Deductive begins with abstract or theoretical ideas and moves toward concrete or observable things.
- c. Inductive begins with small things and moves toward big things. Deductive begins with big things and moves toward small things.
- d. Inductive begins with a broad general theory and later to more specific theories. Deductive always begins with looking at the narrow theories that can lead to ideas or concepts, and then it widens its focus to examine the broad ideas and theories to test.

Ans: B

Cognitive Domain: Knowledge Difficulty Level: Hard

_____/6

True/False

3. Qualitative research allows us to try and falsify established theories and build a stronger knowledge.

Ans: F

Cognitive Domain: Comprehension Difficulty Level: Medium

4. Gaining insight and depth, richer pictures, reasoning inductively, and interpreting data as the research perceives it to be all characteristics of the qualitative research method.

Ans: T

Cognitive Domain: Comprehension Difficulty Level: Medium

9. Qualitative research starts with a lot of work up front, before the data are collected, and requires a good grasp of the topic of study.

Ans: F

Cognitive Domain: Knowledge Difficulty Level: Easy

10. A qualitative researcher knows exactly what data he or she is going to analyze.

Ans: F

Cognitive Domain: Knowledge Difficulty Level: Easy

11. Quantitative research is superior to qualitative and mixed-methods research.

Ans: F

Cognitive Domain: Comprehension Difficulty Level: Medium

14. Normal science going through a scientific revolution and eventually resulting in what is termed a *paradigm shift* is the view of Thomas Kuhn.

Ans: T

Cognitive Domain: Knowledge Difficulty Level: Easy

_____/6

Essay

1. Discuss three similarities and three differences between quantitative and qualitative approaches to social research.

Ans: These may include **both methods of research that are limited by variables**. The two methods may be used to study the same social problem or phenomenon. Both methods are affected by the researcher's conduct. Both methods require the researcher to make interpretations and judgments about their data. Differences have to do with data analysis and participants, context, values, and involvement of the researcher. For quantitative, research is independent of context and free of societal and other values; the researcher is detached. For qualitative, the researcher is dependent on the context or societal and cultural values and is present and involved in the process.

Cognitive Domain: Comprehension Difficulty Level: Medium

Grading Rubric for Assignment 5

Quantitative Data Collection: Sampling

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Simple Random Description					5.0 pts
	5.0 pts Full, correct, & clear description	3.0 pts Correct but description is limited or Incorrect but the description is clear		0.0 pts Incorrect and inadequate description	
This criterion is linked to a Learning Outcome Population Description					5.0 pts
	5.0 pts Full, correct, & clear description	3.0 pts Correct but description is limited or Incorrect but the description is clear		0.0 pts Incorrect and inadequate description	
This criterion is linked to a Learning Outcome Simple Random Sample Representativeness					5.0 pts
	5.0 pts Full, correct, & clear description	3.0 pts Correct but description is limited or Incorrect but the description is clear		0.0 pts Incorrect and inadequate description	
This criterion is linked to a Learning Outcome Stratification Description					7.0 pts
	7.0 pts Full, correct, & clear description	5.0 pts Mostly correct	3.0 pts Mostly correct but description is limited or unclear	0.0 pts Incorrect and inadequate description	
This criterion is linked to a Learning Outcome Margin of Sampling Error					3.0 pts
	3.0 pts Correct		0.0 pts Incorrect		
Total Points: 25.0					

Grading Rubric for Assignment 6

Focus Group Assignment

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome/ Introduction				10.0 pts
	10.0 pts Complete & Includes required sections Is welcoming, introduces researchers and topic, sets ground rules for discussion, transitions to the first question	5.0 pts Incomplete Missing some required parts	0.0 pts Introduction not included	
This criterion is linked to a Learning Outcome Question Content Questions are relevant to the assigned topic				5.0 pts
	5.0 pts Questions are on topic/relevant		0.0 pts No questions are off topic	
This criterion is linked to a Learning Outcome Question Order & Type Questions are presented in a order that is appropriate for a focus group--general to specific. Questions are asked as open-ended items designed to generate discussion.				5.0 pts
	5.0 pts Questions in an order that is appropriate and all are designed for discussion		0.0 pts Questions are all closed-ended and order is not appropriate	
This criterion is linked to a Learning Outcome Question Number The number of questions does not exceed 8				5.0 pts
	5.0 pts Number of questions is appropriate	0.0 pts Too few (less than 5) or too many (more than 8) questions		
Total Points: 25.0				

Rubric for course embedded measure for Competency 5

Rubric for Exam #1 Essay 1 Social Welfare Policy – Essay on the impact of oppression on social welfare

	4	3	2	1-0
Audience and purpose 50%	Full development of purpose, clearly describes how oppression impacts social welfare; Clearly understands audience	Adequate development of purpose; describes how oppression impacts social welfare; inconsistent evidence of understanding of audience	Assignment is difficult to follow, frequently off topic; unclear description of how oppression impacts social welfare; little evidence of awareness of particular audience	Purpose of assignment not followed; does not describe how oppression impacts social welfare; no evidence of understanding of audience appropriate for assignment
Content 30%	Includes all 4 areas of oppression and elaborates on ideas; appropriate use of introduction and summary	Includes all 4 areas of oppression; offers minimal exploration of ideas; uses introduction and summary	Missing an area of oppression; ineffective use of introduction and summary	Missing more than 1 area of oppression; doesn't use introduction and summary
Organization/clarity of ideas 20%	Expressed clearly, in an organized fashion	Expressed clearly, some disorganization	Somewhat organized, unclear presentation of ideas	Significant disorganization, unclear presentation

Rubric for course embedded measure for Competency 6

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		1	2	3	4
Within the assignment, the student demonstrates an ability to apply knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies when working with a case from their field placement:					
Individual					
Family					
Group					
Organization					
Community					
Within the assignment, the student demonstrates the use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies when working with a client from their field placement:					
Individual					
Family					
Group					
Organization					
Community					
1=Below average Student accurately demonstrated very few of the elements of the competency	2=average Student accurately demonstrated some of the elements of the competency	3=above average Student accurately demonstrated many of the elements of the competency		4=excellent Student accurately demonstrated all of the elements of the competency	
Comment when "Inadequate:"					

Rubric for course embedded measure for Competency 7

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	1	2	3	4
Within the assignment, the student demonstrates an ability to collect and organize data, and apply critical thinking to interpret information from clients and constituents when working with a case from their field placement:				
Individual				
Family				
Group				
Organization				
Community				
Within the assignment, the student demonstrates an ability to apply knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies when working with a case from their field placement:				
Individual				
Family				
Group				
Organization				
Community				

Within the assignment, the student demonstrates an ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of the strengths, needs, and challenges within clients and constituencies:							
Individual							
Family							
Group							
Organization							
Community							
				1	2	3	4
Within the assignment, the student demonstrates an ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies:							
Individual							
Family							
Group							
Organization							
Community							
1= Below average, Student accurately demonstrated very few of the elements of the competency	2=average, Student accurately demonstrated some of the elements of the competency	3=above average Student accurately demonstrated many of the elements of the competency	4=excellent Students effectively demonstrated all of the elements of the competency				
Comment when "Inadequate:"							

Rubric for course embedded measure for Competency 8

Case Vignette Assignment: Competency 8D

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

Behavior D: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Write a 2-3 page case vignette describing how you demonstrate this behavior at your field placement. Make sure to protect client and staff confidentiality by using pseudonyms.

	4 Excellent	3 Good	2 Acceptable	1 Deficient	0 Does not meet standard
Vignette summarizes specific case related to the identified behavior	Vignette clearly and concisely summarizes the specific case related to the identified behavior.	Vignette clearly summarizes the specific case related to the identified behavior.	Vignette adequately summarizes the specific case related to the identified behavior.	Vignette poorly summarizes the specific case related to the identified behavior.	Vignette does not summarize the specific case related to the identified behavior.
Vignette describes the skills needed to properly engage in the behavior at the student's field placement.	Vignette clearly and concisely describes the skills needed to properly engage in the behavior at the student's field placement.	Vignette clearly describes the skills needed to properly engage in the behavior at the student's field placement.	Vignette adequately describes the skills needed to properly engage in the behavior at the student's field placement.	Vignette poorly describes the skills needed to properly engage in the behavior at the student's field placement.	Vignette does not describe the skills needed to properly engage in the behavior at the student's field placement.
Vignette addresses student strengths related to the behavior.	Vignette clearly and concisely addresses student strengths related to the behavior.	Vignette clearly addresses student strengths related to the behavior.	Vignette adequately addresses student strengths related to the behavior.	Vignette poorly addresses student strengths related to the behavior.	Vignette does not address student strengths related to the behavior.
Vignette addresses student challenges related to the behavior.	Vignette clearly and concisely addresses student challenges related to the behavior.	Vignette clearly addresses student challenges related to the behavior.	Vignette adequately addresses student challenges related to the behavior.	Vignette poorly addresses student challenges related to the behavior.	Vignette does not address student challenges related to the behavior.

Rubric for course embedded measure for Competency 9

Case Vignette Assignment: Competency 9D

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

Behavior D: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Write a 2-3 page case vignette describing how you demonstrate this behavior at your field placement. Make sure to protect client and staff confidentiality by using pseudonyms.

	4 Excellent	3 Good	2 Acceptable	1 Deficient	0 Does not meet standard
Vignette summarizes specific case related to the identified behavior	Vignette clearly and concisely summarizes the specific case related to the identified behavior.	Vignette clearly summarizes the specific case related to the identified behavior.	Vignette adequately summarizes the specific case related to the identified behavior.	Vignette poorly summarizes the specific case related to the identified behavior.	Vignette does not summarize the specific case related to the identified behavior.
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Vignette addresses student strengths related to the behavior.	Vignette clearly and concisely addresses student strengths related to the behavior.	Vignette clearly addresses student strengths related to the behavior.	Vignette adequately addresses student strengths related to the behavior.	Vignette poorly addresses student strengths related to the behavior.	Vignette does not address student strengths related to the behavior.
Vignette addresses student challenges related to the behavior.	Vignette clearly and concisely addresses student challenges related to the behavior.	Vignette clearly addresses student challenges related to the behavior.	Vignette adequately addresses student challenges related to the behavior.	Vignette poorly addresses student challenges related to the behavior.	Vignette does not address student challenges related to the behavior.