Aurora University

Baccalaureate Program

School of Social Work

BSW Program Self Study-Volume I

CSWE 2008 EPAS (Handbook October 15, 2012)

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>**3.3.2** The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty to student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs. – Page 59
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AURORA UNIVERSITY
BSW PROGRAM SELF-STUDY

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

HISTORY AND MISSION OF AURORA UNIVERSITY

Aurora University had its beginning as Mendota Seminary, founded in Mendota, Illinois in 1893 as an institution to train ministers and lay workers in the Advent Christian Church. Soon after its inception, Mendota Seminar became Mendota College and broadened its mission by offering a full collegiate curriculum with a liberal arts base. In 1911, the College relocated to Aurora, Illinois and changed its name to Aurora College. In 1985, Aurora College reorganized into Aurora University reflecting its increased size and the needs of its many programs. In 1992, Aurora University entered into an affiliation agreement with George Williams College and created within the University, George Williams College housing the School of Social Work, Recreation Administration and Physical Education, and Teacher Education programs. In addition, George Williams College's 240 acre Lake Geneva, Wisconsin facility is now a part of Aurora University.

In 2004 the University reorganized its academic structure. The College of Professional Studies was developed, which included the Schools of Business, Nursing, and Social Work. The Lake Geneva campus was renamed the George Williams College, and houses undergraduate, graduate, and doctoral programs in a satellite program format.

In 2013, the University reorganized its academic structure into an Undergraduate College and a Graduate School. The BSW program was housed in the Undergraduate College, and the MSW and DSW programs were housed in the Graduate School.

Recently, in 2015, the University once again reorganized its academic structure. In addition to the Undergraduate College and Graduate School, the structure includes a separate School of Social Work, a separate School of Nursing, and a separate School of Education. The Undergraduate College and Graduate School are administered by deans, and the Schools of Social Work, Nursing and Education are administered by Executive Directors. The Executive Director positions function literally as dean roles at the university.

Aurora University's mission is:

Aurora University - An inclusive community dedicated to the transformative power of learning

At AU, we believe that the educational needs of our students are served best through the formation of strategic partnerships with institutions of like vision, mission and values. For example, our innovative collaborations with area corporate, civic, nonprofit, business and education partners fostered the launch of the John C. Dunham STEM Partnership School, which serves elementary and middle school students from area school districts and is staffed via a unique professional model.

Aurora University draws upon the rich legacies and distinctive traditions of Aurora College and George Williams College. This history has helped shape Aurora University, which will continue to build upon its important past to help shape the future.

We will adhere to the highest standards of **integrity** in every aspect of institutional practice and operation. Through this proven dedication to honesty, fairness, and ethical conduct, we will lead by example and inspire our students to do the same. We will exercise the rights and responsibilities of **citizenship** in an educational community, founded upon the principles of mutual respect and open discourse. We will live within our means and manage our resources wisely, while creating an environment that fosters teamwork and promotes service to others. We will work and live as an organization dedicated to **continuous learning**. We recognize that the University exists in a rapidly changing world and know that we will succeed in helping students achieve their full potential only if we realize our own. We will pursue **excellence** by embracing quality as a way of community life. Accordingly, we will set high expectations for ourselves, our students and our University and will work together to attain them. The University's core values endure, even as our mission evolves and our vision for the future emerges. As members of the Aurora University community, we enter into a voluntary compact with one another to live and work in ways consistent with these ideals.

HISTORY OF GEORGE WILLIAMS COLLEGE

The Social Work program is a separate school within the Aurora University Academic Structure. It is a combined program, offering a bachelor of social work degree, the master of social work degree, and a Clinical DSW degree; both on the main Aurora campus, and a satellite Social Work program on the George Williams campus in Williams Bay, Wisconsin. The mission of the School of Social Work is an expression of the enduring philosophy and values rooted in the history of the program within the original George Williams College. Named for Sir George Williams, the founder of the YMCA, George Williams College was established in 1890 to prepare YMCA leaders and eventually other group workers for leadership and professional practice in human services. The college offered professional degrees in Group Work Education and Group Work Administration in 1933; by 1967, the college was restructured to offer an MSW degree, and a degree in Applied Behavioral Science that eventually became the BSW degree. The MSW

program was first accredited by the Council on Social Work Education in 1970, and the BSW program was accredited in 1974. Throughout numerous transitions from the YMCA Training Institute established in 1890 at Lake Geneva, Wisconsin, to its Hyde Park, Illinois campus (1933-1967), to the Downers Grove, Illinois campus (1967-1985), and to its present location within Aurora University (1985 - present), the original George Williams College philosophy has influenced the Social Work program.

These values and philosophy were operant in a very successful transition and eventual merger of the social work program from George Williams College to a college located within a university, originally called George Williams College; now a stand-alone school within Aurora University. The story of this transition that happened in 1985-86 stands as an example to all students who enter the social work program, of the power of the history and mission of the program, actualized in the real life experience of crisis, resilience, surviving and flourishing through the empowered, collective action of social work students and faculty. In December of 1985, George Williams College (GWC), a small human service college with a social work department, closed abruptly in the middle of the academic year, due to financial difficulty. Though options were created for students to transfer to other programs in other universities, the social work students (over 125) and faculty collectively decided on their own not to disperse, but to band together to assure the continuance of the program. Though unable to determine in advance the outcome of their collective decision making, they created several options for themselves to relocate as an intact program in other universities. The result was they maintained an intact accredited program through the academic year 1985-86, administratively supported by the School of Social Work of Loyola University.

Starting with the academic year 1986-87, the program accepted the invitation to relocate within Aurora University as a free standing School of Social Work, maintaining the Dean and faculty of the George Williams College program along with the students who finished the program, and new students who were entering the program. The GWC accredited program gained candidacy immediately in 1986-87 in its new affiliation with Aurora University, and initial accreditation by CSWE under Aurora University in one year. Both BSW and MSW programs were reaccredited by 1992 for the full cycle, again in 2000 and 2008, and are now in another accreditation process at Aurora University. In 1992, George Williams College and Aurora University finalized a legal affiliation agreement wherein George Williams College regained its name and preserved its identity, inheriting the alumni, the historic Lake Geneva campus site in Wisconsin, and a 3.5 million dollar endowment.

This extensive narrative bears significance in understanding the prominent history of the School of Social Work, as well utilizing the concepts of strength and empowerment in not only educating our students, but in providing service to our vast constituents.

Accreditation Standard 1.0-Mission and Goals

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

BSW Program, School of Social Work, Aurora University and the City of Aurora As Context

The mission statement of the BSW program was revised and adopted by the combined social work faculty at a SSW retreat in 2005.   The BSW mission statement embraces key elements of the University Mission Statement.

> **The mission of the BSW program is to prepare competent and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families and individuals.**

> **The BSW program seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship, research, and community service.**

The BSW program's mission is consistent with the profession's purpose and values and the program context. The BSW program functions within the School of Social Work at Aurora University. Within this context, the BSW program, through its mission, seeks to prepare students for generalist practice upon completion of their baccalaureate degree. This preparation leads students to "promote human and community well-being" as designed in the CSWE EPAS 2008. The mission of the BSW program clearly states that promoting and developing resilient communities, which aligns with the definition stated by CSWE (CSWE, 2008). The BSW program mission statement meets the CSWE defined purpose of the profession "Guided by the person in environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of quality of life for all persons" in its language of "seeks to improve quality of life and community well-being and to promote social justice" and in " with emphasis on oppressed and vulnerable populations."

The BSW program, as it operates within the context of Aurora University, also promotes the Aurora University mission: An inclusive community dedicated to the transformative power of learning. The BSW program mission discusses a commitment to diverse and vulnerable populations, it also agrees with the "transformative power of learning" with its commitment to "excellence in teaching, scholarship, research and community service."

The BSW program also operates within the context of the City of Aurora, Il. This aspect of the system in which the program exists is exhibited as students engage in field practice within

community agencies, as students from the City of Aurora enroll in the student body, and as the BSW program collaborates with local agency representatives and political leaders to advance the mission of the BSW program.

The part-time BSW adult degree completion program at the Woodstock Center operates within the context of McHenry County, Illinois. Aurora University is the only institution providing 4 year degree programs to McHenry County through Woodstock Center in Woodstock, Illinois. McHenry County is described by the U.S. Census Bureau as 82.2% Caucasian, 1.4% African-American and 12.4% Hispanic/Latino in demographics. The BSW student population at Woodstock is 17, of which 16 are Caucasian females, with one African-American female.

The George Williams Campus, located in Walworth County, Wisconsin, has a small number of BSW students enrolled. Walworth County, according to the U.S. Census Bureau, is 85.6% Caucasian, 1.3% African American, and 11.!% Hispanic/Latino. There are 15 BSW students on this campus, 11 Caucasian, 2 African-American, and 1 with unknown racial background. The GWC campus has 13 female BSW students and 2 male BSW students.

The online BSW program currently has students enrolled from near and distant areas, many of whom are not residing in Illinois. There are 23 students in the BSW program, 78% of the online students are Caucasian, 13 % are African-American, and 8% are recorded with unknown racial background.

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

The BSW Program has identified the following goals for students of the program:

- Provide curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.

- Provide curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.

- Promoting continual professional development of students, faculty, and practitioners.

- Preparing social workers to engage in prevention activities that promote well-being.

- Preparing social workers to practice with individuals, families, groups, organizations, and communities.

- Preparing social workers to evaluate the processes and effectiveness of practice.

- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity,

family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.

- Preparing social workers to recognize the global context of social work practice.

- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

The BSW program goals are published in the BSW Program Student Handbook, which is available as a resource in Volume III of this self-study.

Accreditation Standard B2.0- The Explicit Curriculum

The Aurora University BSW program is designed primarily to prepare students for generalist practice in the field of social work. The traditional program format follows a 2 year program of study for the third (junior) and fourth (senior) year undergraduate social work major. The curriculum is organized and delivered to support this learning with the following course sequence:

Junior Year/Fall term	Description	Semester Hours
SWK 2500 Survey of Contemporary Social Work	Required Course: An introduction to generalist social work practice, an examination of social work principles (ethical practice, social justice, commitment to work with diverse and vulnerable populations, and an exploration of the field of social work as a profession.	4 s.h.
SWK 3140 Social Work Practice with Groups	Required Course: An examination of group work theory, including group formation, development, leadership, process, roles, and communication.	4 s.h.
SWK 3200 HBSE I: Infancy to Adolescence	Required Course: From an ecological systems perspective, human development is explored from infancy through adolescence. Emphasis on knowledge and application of theories of social work	4 s.h.

	assessment, human development, and person in environment.	
		12 semester hours in Social Work total

Spring term/Junior year	Course Description	Semester Hours
SWK 3150 Social Welfare Policy	Required Course: Focus on social issues which impact society and resulting social policy and institutions developed to address said social problems. Skill development in social advocacy is assessed.	4 s.h.
SWK 3400 HBSE II: Adult Lifespan	Required Course: From an ecological systems perspective, human development is explored from young adulthood through old age. Emphasis on knowledge and application of theories of social work assessment, human development, and person in environment.	4 s.h.
SWK Elective	Elective Social Work Course	4 s.h.
		12 semester hours in Social Work total
Senior Year/Fall Term	**Course Description**	**Semester hours**
SWK 4010 Social Work Practice with Communities & Organizations	Required Course: An examination of social service organizations, as well as communities with application of systems theory. Students assess the health of a community and advocate for strategic social change for that community. Social service organizations, their development, staffing, and impact on their community are also explored.	4 s.h.
SWK 4110 Social Work Practice with Individuals and Families	Required Course: Objectives for this course focus on skill building in ethical decision making, communication skills, engagement, assessment, intervention, and evaluation skills. Interventions for	4 s.h.

	individuals and families are highlighted.	
SWK 4200 Social Work Research I	Required Course: Research projects focused on evaluating social work practice are begun through research skill building. Developing a research question, conducting a literature review, creating a method of data collection and completing a data collection are skills assessed in this course	4 s.h.
SWK 4210 Field Instruction I	Required Course: Field learning experience in a social service setting with MSW supervision. Seminar class time for processing skill building, relating to practice contexts, and strengthening professional identity. 225-250 field hours	4 s.h.
		16 semester hours in Social Work total

Senior Year/Spring Term	Course Description	Semester Hours
SWK 4120 Social Work Integrative Seminar	Required Course: Integration of classroom learning and field experience is facilitated in this course. Continued application of ethical practice and theories of therapeutic counseling on diverse and vulnerable populations. Capstone assignment is signature of this course.	4 s.h.
SWK 4220 Field Instruction II	Required Course: Field learning experience in a social service setting with MSW supervision. Seminar class time for processing skill building, relating to practice contexts, and strengthening professional identity. 225-250 field hours	4 s.h.
SWK 4300 Social Work Research II: Statistical Methods	Required Course: Conceptualizing, applying and interpreting statistical methods in relation to problems which	4 s.h.

	confront the field of social work.	
SWK Elective	Social Work Elective Course	4 s.h.
		16 semester hours in Social Work total

Part-time students enter the adult degree completion program during the fall, spring, or summer terms. The part-time adult degree completion student will take 8-12 semester hours of social work courses each term once they are admitted to the BSW program. An academic advisor dedicated to the adult degree completion program provides advising to students to ensure the sequence of courses is managed properly.

Students also choose 3 elective courses at 4 semester hours each to complete their BSW curriculum. The elective choices can be selected to fit a specialization area of addictions or child welfare, or can be selected for a generalist approach. The following electives are offered in the BSW program:

BSW Elective Course (number and name)	Brief Description	Credits	General –Ed or Majors Only	Generalist Practice or Specialization Curriculum
SWK 1100 Careers in Social Work	Introduction of the profession of social work for students considering the BSW major. Social Work mission, values, philosophy, knowledge base, roles and skills are examined.	4 s.h.	General Ed	Generalist Practice Elective
SWK 2050 Drugs and Human Behavior	Overview and history of use and abuse of psychoactive drugs based upon current research. Emphasis on physical, emotional, and psychological dimensions of addiction.	4 s.h.	General Ed	Generalist Practice Elective and Specialization Curriculum for Addictions Specialization
SWK 2100 Social Work in American Society	A comprehensive view of the social work profession and its relationship to the social welfare system. Social Work history and distinguishing traits of the profession are explored.	4 s.h.	General Ed	Generalist Practice Elective
SWK 2150 Violence in America	This course investigates the impact of violence on American society through a review of domestic violence, child abuse, school violence, gang violence, hate crimes, and more. Impact of other social problems, like poverty, in relation to violence is introduced.	4 s.h.	General Ed	Generalist Practice Elective

Course	Description	Credits	Restriction	Curriculum
SWK 3200 Psychopharmacology	Effects of specific drug and alcohol abuse on the brain and body are studied in this course.	4 s.h.	Majors only	Specialization Curriculum for Addictions Specialization
SWK 3750 Addictions Counseling I	Intervention strategies for individuals and families impacted by drug abuse are examined in this course. Rules and regulations of the Illinois Certification Board are addressed in this course.	4 s.h.	Majors only	Specialization Curriculum for Addictions Specialization
SWK 4700 Addictions Counseling II	Further exploration of treatment modalities for addiction treatment take place in this course. Students refine assessment and intervention skills as they prepare for certification exam.	4 s.h.	Majors only	Specialization Curriculum for Addictions Specialization
SWK 3760 Effects of Trauma on Children	Focus of this course is on children and adolescents who have been exposed to significant trauma or loss. Theory and treatment modalities are practiced.	4 s.h.	Majors only	Specialization Curriculum for Child Welfare Specialization
SWK 4720 Social Work with Vulnerable Children and Families	Social work in the child welfare and juvenile justice system includes understanding of legal implications of truancy, delinquency, juvenile offenders, juvenile courts and juvenile incarceration. This course addresses all of these facets of working with this specialized population.	4 s.h.	Majors only	Specialization Curriculum for Child Welfare Specialization
SWK 4725 Child Welfare Services	Course designed to overview policy and practice of child welfare social work with an emphasis on role and function of worker within the child welfare network.	4 s.h.	Majors only	Specialization Curriculum for Child Welfare Specialization

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

"Generalist practice is grounded in the liberal arts and the person in environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families,

groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies." (CSWE, 2008).

The BSW program's mission and goals continue to demonstrate consistency with the definition of generalist practice. The BSW program seeks to" provide curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines", to "provide curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills", while "promoting continual professional development of students, faculty, and practitioners" and "preparing social workers to evaluate the processes and effectiveness of practice", all of these program goals align with the CSWE generalist practice definition, especially "*the generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice* (CSWE, 2008)".

The BSW program goals of "preparing social workers to practice with individuals, families, groups, organizations, and communities" fits the CSWE generalist practice definition of "generalist practice is grounded in the liberal arts and the person in environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities (CSWE, 2008)".

BSW program goals of "reparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation" , " preparing social workers to alleviate poverty, oppression, and other forms of social injustice", "preparing social workers to recognize the global context of social work practice" and "preparing social workers to formulate and influence social policies and social work services in diverse political contexts" each align with the CSWE generalist practice definition "generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings".

B2.0.2 The program identifies its competencies consistent with EP 2.1 through 2.1.10(d).

The BSW program curriculum is characterized as meeting the competency areas defined in the CSWE 2008 EPAS. The learning objectives, course content and assessments in our required courses are aligned with these competencies.

Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly (E.P.2.1.1).

Competency 2: Apply Social Work Ethical Principles to Guide Professional Practice (EP 2.1.2).

Competency 3: Apply Critical Thinking to Inform and Communicate Professional Judgments (EP 2.1.3).

Competency 4: Engage Diversity and Difference In Practice (EP2.1.4).

Competency 5: Advance Human Rights and Social and Economic Justice (EP 2.1.5).

Competency 6: Engage in Research-informed Practice and Practice-informed Research (EP 2.1.6).

Competency 7: Apply Knowledge of Human Behavior and the Social Environment (E.P. 2.1.7).

Competency 8: Engage in Policy Practice to Advance Social and Economic Well-being and to Deliver Effective Social Work Services (EP 2.1.8).

Competency 9: Respond to Contexts that Shape Practice (EP 2.1.9).

Competency 10: Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations and Communities (EP 2.1.10).

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

The BSW program curriculum addresses each competency and practice behavior through course instruction, field experience, and assessment of student competency through completed student work. The following chart shows which courses assess which competencies and practice behaviors, as well as the corresponding assignment used to assess each student.

Competency	Practice behavior	Class in which Practice Behavior is assessed
2.1.1 Identify as a social worker and	1a: Advocate for client access to services	SWK 4210/Field Instruction I

conduct oneself accordingly		
	1b: Practice personal reflection	SWK 4210/Field Instruction I
	1c: Attend to professional roles and boundaries	SWK 4210/Field Instruction I
	1d: Demonstrate professional demeanor	SWK 4210/Field Instruction I
	1e: Engage in career long learning	Alumni Survey
	1f: Use supervision and consultation	SWK 4210/Field Instruction I
2.1.2 Apply social work ethical principles to guide professional practice	2a: Recognize and manage personal values	SWK 4110/Individuals and Families
	2b: Make ethical decisions	SWK 4110/Individuals and Families
	2c: Tolerate ambiguity	SWK 4110/Individuals and Families
	2d: Apply strategies of ethical reasoning	SWK 4110/Individuals and Families
2.1.3 Apply critical thinking to inform and communicate professional judgments	3a: Distinguish, appraise, and integrate multiple sources of knowledge	SWK 4010/ Social Work with Communities and Organizations
	3b: Analyze models of assessment, prevention, intervention, and evaluation	SWK 4010/ Social Work with Communities and Organizations
	3c: Demonstrate effective oral and written communication	SWK 4010/ Social Work with Communities and Organizations

2.1.4 Engage diversity and difference in practice	4a: Recognize the extent to which a culture's structures oppress	SWK 3400 HBSE II
	4b: Eliminate influence of personal biases and values in working with diverse groups	SWK 3400 HBSE II
	4c: Recognize and communicate understanding of importance of difference	SWK 3400 HBSE II
	4d: View one's self as a learner	SWK 3400 HBSE II
2.1.5 Advance human rights and social and economic justice	5a: Understand forms and mechanisms of oppression	SWK 3150/Social Welfare: Institutions and Policies
	5b: Advocate for human rights	SWK 3150/Social Welfare: Institutions and Policies
	5c: Advance social and economic justice	SWK 3150/Social Welfare: Institutions and Policies
2.1.6 Engage in research-informed practice and practice-informed research	6a: Use practice experience to inform scientific inquiry	SWK 4200/Research I
	6b: Use research experience to inform practice	SWK 4200/Research I
2.1.7 Apply knowledge of human behavior and the social environment	7a: Utilize conceptual frameworks to guide assessment, intervention, and evaluation	SWK 3210/HBSE I: Infancy to Adolescence
	7b: Critique and apply knowledge to understand person and environment	SWK 3210/HBSE I: Infancy to Adolescence
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social	8a: Analyze, formulate, and advocate for policies that advance social well-being	SWK 3150/Social Welfare: Institutions and Policies

work services		
	8b: Collaborate with colleagues and clients for effective policy action	SWK 3150/Social Welfare: Institutions and Policies
2.1.9 Respond to contexts that shape practice	9a: Discover, appraise, and attend to change	SWK 4010/ Social Work with Communities and Organizations
	9b: Provide leadership in promoting sustainable changes to service delivery and practice	SWK 4010/ Social Work with Communities and Organizations
2.1.10 (a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	10ai) Prepare for action with individuals, families, groups, organizations, and communities	SWK 4110/Individuals and Families
	10aii) Use empathy and other interpersonal skills	SWK 4110/Individuals and Families
	10aiii) Develop a mutually agreed-on focus of work and desired outcomes	SWK 4110/Individuals and Families
	10bi) Collect, organize, and interpret client data	SWK 4110/Individuals and Families
	10bii) Assess strengths and limitations	SWK 4110/Individuals and Families
	10biii) Develop mutually agreed-on intervention goals and objectives	SWK 4110/Individuals and Families
	10biv) Develop appropriate intervention strategies	SWK 4110/Individuals and Families
	10ci) Initiate actions to achieve organizational goals	SWK 4120/Integrative Seminar
	10cii) Implement prevention interventions	SWK 4120/Integrative Seminar

	10ciii) Help clients resolve problems	SWK 4120/Integrative Seminar
	10civ) Negotiate, mediate, and advocate for clients	SWK 4120/Integrative Seminar
	10cv) Facilitate transitions and endings	SWK 4120/Integrative Seminar
	10d) Critically analyze, monitor, and evaluate interventions	SWK 4120/Integrative Seminar

B2.0.4 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0)

The Aurora University BSW faculty is committed to preparing BSW students for field education, degree completion, graduate study, licensure, and a professional career in social work. The BSW curriculum is designed to move students through the course sequence with consideration for building upon knowledge gained in each semester. To begin, students who are contemplating social work as a major are able to enroll in any 1000 or 2000 level social work course (SWK 1100, SWK 2010, SWK 2050, SWK 2100, or SWK 2500). These courses explore the profession of social work, discuss social problems, and introduce social justice concepts to students of any major. Once the student reaches the junior year, they have been admitted into the major and can begin the sequence of required courses. In the junior year, the BSW curriculum focuses on courses which provide foundational content on which the final year will draw. For example, in the junior year, students enroll in SWK 3210 HBSE I: Infancy to Adolescence in the first semester. This course includes content on ecological systems theory, strengths perspective, and numerous human development theories. Human development is studied through these theories, and the human subject is examined through the context of family and other environmental systems. Assessment skills are beginning to develop in this course.

Sequentially, HBSE II: Adult Lifespan follows HBSE I. This course is designed to continue the human development study through the lens of social work principles. Diversity of individuals based on age, ability, sexuality, gender, race, religion, and ethnicity is considered in this course to allow the emerging assessment skills to advance in regard to recognizing the impact of difference. Each of these courses is taken in the junior year, in preparation for entering into social work practice courses and field instruction in the senior year.

Another example of purposeful curriculum design and sequencing is the placement of SWK 3150 Social Welfare Policy and Institutions in the junior year. This course provides the practice in social justice advocacy which is needed before the start of the senior year. Students complete assignments that demonstrate knowledge of the US Government and political system and the importance of advocating for vulnerable populations while interacting with political figures. Students engage with content which highlights social problems like poverty, inequality, power, and powerlessness. The advocacy work students produce is a result of critical thinking, as well as engagement in the political arena. The macro focus of this course in the junior year, prepares students for their senior year field placement. The context of their field work, even those in a micro setting, is heavily influenced by the macro level factors discovered in SWK 3150. SWK 4010 Social Work Practice with Communities & Organizations is taught in the senior year, challenging students to address continue to assess the functionality of communities, as well as social service organizations.

Perhaps the most significant example of the BSW curriculum design, is the co-requisite course offerings of SWK 4110 Social Work Practice with Individuals and Families, with SWK 4210 Field Instruction I during the fall term of the senior year. These courses are meant to be taken together, as the social work practice skill building in SWK 4110 is often directly applied to the work students are doing in their field placements. Students complete a process recording as well as a comprehensive assessment to process their field learning experiences while in SWK 4110. The course curriculum in SWK 4210 Field Instruction I, also requires consistent reflection, and work to strengthen the students' professional identity.

The BSW curriculum is closely aligned with the foundation MSW curriculum. In many courses the text books and major assignments are similar. This prepares the BSW graduates to move directly into the advanced MSW curriculum when they enter graduate school.

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

B2.0.5 BSW Explicit Curriculum						
Competency	Practice Behaviors	Courses	Course Objectives (# in Syllabus)*	Course units of content*	Course Content	Page Number in Volume 2

Competency 2.1.1	a. advocate for client access to services of social work	SWK 4210 - Field Instruction I	3	Weeks 12, 13, 14	Readings: Birkenmaier, Berg-Weger Ch. 5 Class discussion Assignment: Reflective journal assignment	Pg. 180
	b. practice personal reflection and self-correction to assure continual professional development		3	Weeks 4, 5, 11	Birkenmaier, Berg-Weger Ch. 2 Class discussion Assignment: Reflective journal assignment	Pg. 180
	c. attend to professional roles and boundaries		3	Weeks 1, 2, 3, 6, 7	Birkenmaier, Berg-Weger Ch. 1 Class discussion Assignment: Reflective journal assignment	Pg. 180
	d. demonstrate professional demeanor in behavior, appearance, and communication		3	Weeks 1,2,3,6,7	Birkenmaier, Berg-Weger Ch. 1 Class discussion Assignment: Reflective journal assignment	Pg. 180
	f. use supervision and consultation		3	Weeks 4, 5, 11	Birkenmaier, Berg-Weger Ch. 4 Submission of Learning Agreement Class discussion Assignment: Reflective journal assignment	Pg. 180
Competency 2.1.1	e. engage in career-long learning	Alumni Survey				
Competency 2.1.2	a. recognize and manage personal values in a way that allows professional	SWK 4110 Individuals and Families	1,2,3	Weeks 1, 4	Readings in Hepworth Text Ch. 1,4 Classroom discussions, case analysis	Pg. 118

	values to guide practice					
	b. make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/Intern ational Association of Schools of Social Work Ethics in Social Work, Statement of Principles		2,3	Weeks 1,4,10, 12, 13	Readings in Hepworth text Ch. 1,4,, 10, 12, 13 Classroom discussions, case analysis, assessment paper	Pg. 118
	c. tolerate ambiguity in resolving ethical conflicts		2,3	Weeks 1, 4	Readings in Hepworth text Ch. 1, 4 classroom discussions, case analysis	Pg. 118
	d. apply strategies of ethical reasoning to arrive at principled decisions		2,3,4,5,7, 8	Week 4	Reading in Hepworth Text Ch. 4 Case analysis	Pg. 118

Competency 2.1.3	a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	SWK 4010 Communities and Organizations	2,3,4,5,6	Weeks 1,2,3,5	Readings in Homan text Ch. 1,2,3,5 Systems theory unit, Windshield survey discussion, Organizational analysis paper	Pg. 102
	b. analyze models of assessment, prevention, intervention, and evaluation		4,5, 6	Weeks 8, 9, 10, 11	Readings in Homan text Ch. 8,9, 10, 11 Organizational analysis discussions, case analysis	Pg. 102
	c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues		4,5	Weeks 8, 9, 10, 11	Week 15 Presentations of Community Analysis and Change Strategy, Organizational analysis paper	Pg. 102
Competency 2.1.4	a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	SWK 3400 - HBSE II Adult Lifespan	3,6,7	Weeks 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Readings: Arnett, McQuaid, Kittrell, Hutchison Ch. 15 & 16, Hodge Class discussions, group presentation assignment, individual assignment interviewing older adult	Pg. 82

				Weeks	Readings	
	b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		4,5	Weeks 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Readings: Arnett, McQuaid, Kittrell, Hutchison Ch. 15 & 16, Hodge Class discussions, group presentation assignment, individual assignment interviewing older adult	Pg. 82
	c. recognize and communicate their understanding of the importance of difference in shaping life experiences		1,7	Weeks 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Readings: Arnett, McQuaid, Kittrell, Hutchison Ch. 15 & 16, Hodge Class discussions, group presentation assignment, individual assignment interviewing older adult	Pg. 82
	d. view themselves as learners and engage those with whom they work as informants		1,2,3,7	Weeks 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Readings: Arnett, McQuaid, Kittrell, Hutchison Ch. 15 & 16, Hodge Class discussions, group presentation assignment, individual assignment interviewing older adult	Pg. 82
Competency 2.1.5	a. understand forms and mechanisms of oppression and discrimination	SWK 3150 - Institutions and Policy	1,2	Week 1-14	Readings from Barusch text- Ch. 1-14 Class discussions on documentary films, case discussion	Pg. 40

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	b. advocate for human rights and social and economic justice		1,3	Week 1,2, 4, 5, 9, 10, 12	Readings from Barusch text- Ch. 1,3,4,5,9,10,12 Advocacy day, Advocacy paper, case discussions	Pg. 40
	c. engage in practices that advance social and economic justice		3	Week 14	Advocacy Day in Springfield, Advocacy paper, West Wing Briefing Assignment	Pg. 40
Competency 2.1.6	a. use practice experience to inform scientific inquiry	SWK 4200 - Research I	Compet ency 2.1.6	Weeks 1, 2,3,4,5, 6, 10, 11,	Readings: Rubin and Babbie Text: Ch. 1-3, 7-1210Introduction, literature review, and methodology sections of final paper	Pg. 160
	b. use research evidence to inform practice		Compet ency 2.1.6	Weeks 9, 12, 13, 14, 15	Readings: Rubin and Babbie Text: Ch. 5, 6, 13,14, 15 Conclusion section of final paper	Pg. 160
Competency 2.1.7	a. utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation	SWK 3210 HBSE I: Infancy to Adolescence	1,2,3,4,5 ,6	Weeks 1,2,3,4,5,6,7, 8,9,10,11,12, 13,14	Readings: Perry, Hutchison, Crain Assignments: Genogram, eco-map, self reflection paper assignment, final developmental analysis paper assignment, Group presentation on developmental theory	Pg. 56

			3,6	Weeks 1,2,3,4,5,6,7, 9,10,11,12,13,14	Readings: Perry, Hutchison, Crain Assignments: Genogram, ecomap, self reflection paper assignments, final developmental analysis paper assignment	Pg. 56
	b. critique and apply knowledge to understand person and environment					
Competency 2.1.8	a. analyze, formulate, and advocate for policies that advance social well-being	SWK 3150 Social Welfare Policy and Institutions	1,3	Weeks 2,3,4, 11, 12, 13, 14	Readings in Barusch text: Ch. 4, 6, 7, 8. 9. 10. 11	Pg. 40
	b. collaborate with colleagues and clients for effective policy action		3	Week 14	Advocacy Day in Springfield, IL. West Wing Briefing Presentation, Advocacy Paper	Pg. 40
Competency 2.1.9	a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	SWK 4010 SW Practice with Communities and Organizations	4,5	Weeks 5, 6, 9, 10	Readings from Barusch text: Ch. 5,6,9, 10 Guest Speaker discussion on Social Media for non-profits, windshield survey activity	Pg. 102
Competency 2.1.10	a. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	SWK 4110 SW Practice with Individuals and Families	3,5	Weeks 1,3,4,5,8, 9,10,11,12,14	Reading from Hepworth Text - Ch. 1,3,4,5,8,9,10,11, 12,14 film analysis, journal article review, process recording, assessment paper	Pg. 118

	b. use empathy and other interpersonal skills		6	1,3,5,7,14,15	Readings from Hepworth text Ch. 1,3,5,7,14,15 Role play activities in class, empathic responses levels 1-4 activity, process recording	Pg. 118
	c. develop a mutually agreed-on focus of work and desired outcomes		5,6	1,3,12,14,15	Hepworth Ch. 1,3,12,14,15 Assessment paper, role play activity to engage client	Pg. 118
	d. collect, organize, and interpret client data		1,5,6	1,3,6,8,9,10,11,12,14	Readings from Hepworth text Ch. 1,3,6,9,10,11,12,14 assessment paper, role play assessment interview	Pg. 118
	e. assess client strengths and limitations		1,5,6	1,3,5,8,9,10,11,12,14	Readings from Ch. 1,3,5,8,9,10,11,12,14 Client strength classroom activity, process recording assignment, assessment paper	Pg. 118

	f. develop mutually agreed-on interventions goals and objectives		1,5,6	3,15	Readings from Hepworth Ch. 3,15 Role play on goal setting with client, assessment paper assignment	Pg. 118
	g. select appropriate intervention strategies		1,5,6	3,12,14	Readings from Hepworth 3,12,14 Film analysis activity, assessment paper assignment	Pg. 118
Competency 2.1.10	h. initiate actions to achieve organizational goals	SWK 4120 Integrative Seminar	1	Week 1, 3, 6	Team based learning assignments: Case integration, integrative paper, live role play activity and recorded role play	Pg. 140
	i. implement prevention interventions that enhance client capacities		2	Week 2, 3, 4, 5, 7, 9, 10	Readings from Corey Text 4,5,7,10,13,12,15 role play activity, team based learning: case integration, integrative paper	Pg. 140
	j. help clients resolve problems		3	Week 2, 3, 4, 5, 7, 9, 10	Readings from Corey Text 4,5,7,10,13,12,15 role play activity, team based learning: case integration, integrative paper	Pg. 140

	k. negotiate, mediate, and advocate for clients		4	Week 2, 3, 4, 5, 7, 9, 10	Readings from Corey Text 4,5,7,10,13,12,15 role play activity, team based learning: case integration, integrative paper	Pg. 140
	l. facilitate transitions and endings		5	Week 5	Readings from Hepworth Text Ch 19 Termination activity assignment, integrative paper	Pg. 140
	m. critically analyze, monitor, and evaluate interventions		6	Week 2, 3, 4, 5, 7, 9, 10	Readings from Corey Text 4,5,7,10,13,12,15 role play activity, team based learning: case integration, integrative paper	Pg. 140

Accreditation Standard 2.1- Field Education

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

Field education in the BSW program is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence.

Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. Undergraduate field placements also holistically integrate various applicable perspectives that are learned in various courses such as the strengths-based perspective, ecological systems theory, the social justice perspective as well as conceptual frameworks from psychotherapy.

BSW students are involved in generalist field placements. Experiences in field are incorporated into classroom discussions and assignments in all practice courses including SWK 4010: Social Work with Communities and Organizations, SWK 4110: Social Work with Individuals and Families, SWK 4210: Field Seminar I, SWK 4220: Field Seminar II, and SWK 4120: Integrative Seminar.

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

A BSW field placement provides the senior undergraduate social work student with an opportunity to master generalist social work practice skills through practical application in a social service agency/organization. This internship allows the student to develop a beginning professional identity under the guidance of their field supervisor. Learning opportunities include activities with individuals, families and/or groups as well as some community issue or project in which the student will be involved in as at least an observer-participant, if not a facilitator.

The BSW field placement, which occurs in the student's senior year of their undergraduate studies, is designed to enable the student to achieve the program objectives through applied work in the field as well as coordinated classroom assignments tied to those experiences. The theoretical, ideological, and practical knowledge gained in all of the BSW senior year courses is integrated into the field experience.

There is also a specific classroom course tied to the BSW field experience, which is taught by the student's field liaison and meets throughout the fall and spring semesters. Thus, the student's field liaison serves the role of bridging the gap between the classroom experience and the student's fieldwork, through classroom activities and discussions. Furthermore, the field liaison has regular communication with the field supervisor at the internship and conducts periodic site visits during the internship to maintain the continuity between instruction and application at the internship.

Examples of learning activities for each competency from actual learning agreements from the 2015-2016 school year are included below:

Competency	Competency Descriptor	Examples of Activities Learning Agreements
2.1.1	**Professional Identity**	Intern will demonstrate professional demeanor by assuring prompt and timely attendance, adhering to the agency's dress code, and utilizing the agency's documentation system. Read NASW code of ethics and present questions about its application to field site during supervision. Student will identify career goals during supervision and discuss plans to obtain those goals as well as a time table to do so.
2.1.2	**Ethical Practice**	Attend agency's annual training on ethical practice. Student will identify ethical dilemmas with supervisor during supervision. Student will explore countertransference during supervision process.
2.1.3	**Critical Thinking**	Student will apply clinical and human development theories to client assessments at initiation of service. Student will identify possible barriers to clients engaging in treatment recommendations after assessment for services during supervision. Student will assess for micro, mezzo, and macro level interventions that are applicable to the client.
2.1.4	**Diversity in Practice**	Student will reflect on their own cultural heritage and its similarities and/or differences to the agency's constituents during supervision. Student will identify possible institution oppression that may have contributed to client's difficulties during the qualitative assessment process. Student will engage in agency's annual training that explores race's socially constructed nature and the key concepts of cultural competency.
2.1.5	**Human Rights &**	Student will advocate for/facilitate application

	Justice	processes for clients that are unable to do so independently. Student will engage in policy advocacy with state legislator through advocacy day activities. Student will submit grants for the agency to expand services for low-income clients.
2.1.6	**Research Based Practice**	Student will demonstrate the ability to progress monitor client's treatment using quantitative measurements. Intern will conduct participant feedback surveys of one of the agency's programs. Student will assist in local needs assessment of surrounding neighborhood being facilitated by the organization.
2.1.7	**Human Behavior**	Apply human developmental theories to age appropriate play therapy activities during case consultation. Student will identify environmental factors that impact client's willingness to engage in services. Student will assess for family concerns that impact treatment outcomes.
2.1.8	**Policy Practice**	Intern will identify policies and political issues that impact revenue streams for agency. Student will attend Board of Trustees meeting to present findings of survey. Student will facilitate community information campaign about candidates prior to election.
2.1.9	**Practice Contexts**	Intern will facilitate representative's constituent feedback events. Student will participant in agency's needs assessment of community. Student will facilitate review of accessibility of agency's paperwork for older adults.
2.1.10	**Engage, Assess, Intervene, Evaluate**	Intern will facilitate treatment objectives with client at outset of treatment. Intern will carry out assessment of clients at intake. Intern will identify applicable resource referrals during assessment process. Student will evaluate effectiveness of services at termination of client.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

BSW program students in the full-time, part-time and online programs are required to complete a total of 450 field placement hours during their senior undergraduate field placement. Students are required to complete half of the total hours (225 hours) by the end of the fall semester and the other half by the end of the spring semester. Students complete 15 hours of field work each week, on average with some exceptions. See page 6 of the Field Manual for additional information.

Students are encouraged to review the field placement schedule during the selection interview with their field instructor. This ensures the student and field instructor are in agreement regarding the student's time commitment to their field placement. At any time during the placement, students are permitted to modify their schedule with the consent of their field instructor to ensure the completion of their field hours required each semester and in total, and they are required to review these adjustments with field office staff for approval.

In the event a student is unable to complete the 225 hours in time for the end of first semester of their placement, students enter into an extended grade contract with the Director of Field Instruction and their field instructor. This contract outlines the student's plan to complete the required hours and when they will begin the spring semester's required hours. The student's transcript reflects an "X" grade rather than Credit or No-Credit until the student completes the internship hours. Once a student completes their hours and a field evaluation that demonstrates their performance at the field placement is completed, the student then receives a Credit or No-Credit grade. Students may not carry two consecutive "X" grades for Field Instruction courses.

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

BSW students enrolled in field instruction courses have fulfilled prerequisites and program requirements for admission into the social work program including a GPA standard and a criminal background check. These prerequisites include their two human behavior in the social environment courses: SWK 3210 and SWK 3400, the social welfare policy course: SWK 3150, and one of their practice courses: SWK 3140. BSW students enrolled in field instruction courses are concurrently enrolled in their other practice courses as well as their research courses.

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

Field Instruction policies, criteria and procedures are written in the School of Social Work Field Manual (pgs. 19-25). The School of Social Work Director of Field Instruction maintains a database of approved/affiliated field placements and field instructors. Each placement has demonstrated the ability to provide structured social work learning activities, adhere to the Social Work Code of Ethics, and commit to the education of BSW students for an academic year. The field placements also provide Masters level social workers, with a minimum of 2 years post-graduate MSW experience and a degree from a CSWE accredited social work program, to supervise social work students during their field experience or alternative arrangement have been made with Aurora University to provide off-site MSW supervision.

Field agencies are added through searches by the field office, referral, and agency outreach. Each new agency is vetted to ensure that it can meet the field requirements dictated by CSWE by the Director of Field Instruction. This vetting process can include a formal application to be considered as a field site, consultation between the Director of Field Instruction and the staff, and a site visit. The core competencies for field placements are reviewed with agencies to ensure that they can provide opportunities to meet each of the ten core competencies during the field placement.

BSW students are not placed in their undergraduate field placement. They are provided with resources for possible field sites, and they are expected to apply to, interview at, and ultimately choose the field site for their placement.

Students in field placements are evaluated twice by their field instructor during the undergraduate field placement. The first or midterm evaluation occurs when the student has completed half or 225 hours of the total 450 hours required for the placement. The second or final evaluation occurs when the student has completed all of their required hours. This evaluation aligns to the learning agreement that the student completes within the first 75 hours of the placement and measures how the student performs on each of the ten required field competencies as well as all of their underlying practice behaviors using a likert scale.

Field agencies and field instructors are evaluated through routine and reactive processes. The field office conducts an annual survey of social work student's perceptions of their field placement including the field agency and their field instructor. The content of this survey includes a variety of questions that seek to identify if the required components of field instruction were carried out at that field placement. Field agencies and/or field instructors that are identified as having concerns with their ability to meet these requirements are engaged in remediation by the administrative staff of the field office. The remediation process seeks to improve the areas of concern at the field agency and/or with the field instructor. In some case, Aurora University's field office discontinues the use of a field agency or field instructor for future field placements because of their inability to improve upon their area(s) of concern. The

field office administration also immediately acts upon negative feedback received from field liaisons, faculty, and/or students about severe concerns at a field site or with a field instructor, and each of these situations is remediated with a proportional response from the field office administration up to and including the termination of a student's field placement as well as the relationship between Aurora University and that agency/instructor.

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

Each field supervisor for every BSW field placement is vetted by the field office to determine that they have an MSW degree from a CSWE accredited university as well as two years post-graduate experience prior to the field placement being approved. The field office collects and stores proof of these qualifications for all field supervisors as well as maintains a database of approved field supervisors.

In the small minority of cases where a social service organization that is appropriate for an BSW field placement but lacks a field supervisor to provide the required supervision on site, the BSW student is paired with an off-site MSW supervisor by the field office at the beginning of their internship. In these cases, the off-site MSW supervisor is expected to meet with the BSW student for at least one hour per week for the duration of the internship, complete all required components of the internship including the learning agreement and evaluations, and provide the social work perspective through the supervisory experience. See pages 23-24 of the Field Manual for additional information.

2.1.7   Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

Field Instructor Orientation is provided to field instructors annually at the beginning of the fall semester in early September. This event provides a general overview of Aurora University's School of Social Work as well as information about the field manual, field process, the documents used to guide and measure student learning including the learning agreement and evaluations, the role of the field liaison, and the current advances in the school of social work curriculum.

Each semester, including the summer term, Aurora University's Field Office provides two 3 hour CEU events for the field instructors that host our students. The topics of these occasions vary

from event to event, but the subject matter is always grounded in dialogue about the evolving nature of social work/social service as well as how the field and the university can adapt to meet the changing needs of our community.

Once annually in the spring semester, Aurora University's Field Office holds a field fair where agencies that accept undergraduate interns attend and meet with BSW juniors that may be interested in interning at their organization for their undergraduate placement. This event is mutually beneficial to agencies and undergraduate students by providing a forum for each to meet one another outside of the formal application process.

Ongoing dialogue between field instructors and the university is facilitated both formally through structured events like the field instructor orientation and other field office events as well as informally through ad hoc dialogue between the field instructor and field staff.

2.1.8 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 the not the same as those of the student's employment.

The School of Social Work allows students to use a current or recent social service employment site as a field placement with caveats. The approval for such an arrangement is granted for the intern if the employment site meets all field agency criteria and follows all field policies and procedures as is done in traditional field placements. Students desiring to use their employment sites as field placements must consult with The Director of Field Instruction to propose a plan to use their place of employment as a field placement site.

Following the consultation with the Director of Field Instruction, students must complete the "Application to Use Employment as Field Placement" form and return it to The Director of Field Instruction. The student is expected to take full responsibility for the completion of all forms and submit them to the Director of Field Instruction. Final approval will be granted only if the agency:

Meets the School of Social Work's requirements for a field placement site.

Can provide the student with a different and well supervised field work plan of learning experiences to assist the student with learning goals in the 10 Core Competencies. Field work is designed to offer student new learning experiences and social work knowledge/skills than those utilized in the employment role.

Can provide a field instructor who is not also serving as the student's employment supervisor.

Clearly separates work role and student role.

Maintains that the Student will conduct internship learning during hours separate from employment hours and the Student will only be paid for employment hours.

Each relationship, the field placement and the employment, is not contingent on one another, and the student is not a risk to lose one based on the status of the other.

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

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

Accreditation Standard 3.1—Diversity

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

Aurora University's Mission Statement "An Inclusive Community Dedicated to the Transformative Power of Learning" embraces diversity in a clear and purposeful manner. The BSW program's Mission Statement "The mission of the BSW program is to prepare competent and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families and individuals. These mission statements are the first demonstration of the program's commitment to diversity within our learning context.

The population of Aurora, Illinois as described by the 2010 U.S. Census is estimated at 200,456 people. This population is estimated to be 40% Caucasian, 10.7% African-American, 41.3%

Hispanic-Latino, 6.7% Asian, 0.5% Native American, with the remainder as multi-racial. Within the City of Aurora, 25.7 % of the population is foreign born.

The BSW program was estimated to include 304 students in all programming areas, full-time and part-time. The BSW student body is approximately 56.5% Caucasian, 10.1% African-American, 22.4% Hispanic-Latino, 1% Asian, 2% multi-racial, and 7% unknown (unreported). The BSW program student body is 90% female and 10 % male. 61% of the BSW students are 20-24 years of age, 24% are 25-34 years old, 11.1% are 35-44 years old, and approximately 3% are over 45 years old. Many students, in all racial designations, indicate they are the first generation in their family to attend a four year college or earn a baccalaureate degree.

The BSW program is popular among transfer students from community colleges in Northern Illinois. These transfer students enter the program from over a dozen counties which range from urban settings (City Colleges of Chicago) to rural settings (Sauk Valley Community College). This range in feeder schools contributes to the diverse population of our student body.

In the BSW program, diversity is emphasized in all aspects of the curriculum. Below are some examples of how this is operationalized in the BSW program.

In SWK 2500 Survey of Contemporary Social Work, students are assigned readings on social justice, race, gender, sexual identity, childhood and older adulthood. Media sources and class discussions augment the readings. Their knowledge is assessed through a quiz format.

In SWK 3400 HBSE II, one assignment requires students to interview an older adult. This assignment helps students with interview skills, conceptualizing human development theories, and understanding age (as well as other identity features like race, ethnicity, religion, sexuality) as a factor for difference and vulnerability. The students complete the assignment by writing a summarizing and reflective paper.

SWK 3140 Practice with Groups has at least one reading which focuses on diversity and leadership. Class discussions augment the readings. Students are assessed for knowledge through a quiz format.

In SWK 3150 Soc. Welfare Policy, there are readings about many social justice issues and how they impact populations that are vulnerable due to socio-economic status, disability, age, gender, etc. Students in this course also research and write in support or opposition on a pending legislative item (bill) that impacts a vulnerable population.

In SWK 4110 SW Practice with Individuals and Families, cultural competency is practiced in the assessment portions of this class (readings and written assessment of clients), also in the family assessment content (readings, film, group project), family context is discussed from a cultural perspective.

In SWK 4120 Integrative Seminar, students are engaged in role play activities within class which feature clients with one or more cultural vulnerability or difference. The class assists the role player in determining how to be culturally competent while engaging the client. Also, the capstone paper requires students to use all aspects of their social work learning to conceptualize a case. This includes application of HBSE, Policy, Research, & Individuals and Families content.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

There are numerous student organizations on campus that are focused on issues of diversity. In the BSW program, SWA – Social Work Association – meets monthly to discuss, plan and carryout projects related to addressing the needs of the community, state, and nation at large. Social Work faculty member Dr. Henry Kronner is the advisor for this student organization.

Below are the activities for Social Work Association events for the 2015-16 academic year.

Fall 2015
Feed My Starving Children (FMSC) (09/17 & 12/9)
Sleep Out on the Quad (spoke at closing ceremony/ students participated)
Blood drive (volunteers help check in people who donated as well as we had members donate)
- helped out the nursing association
Hot Chocolate Run
Hull House Visit
Adopt a Family (Hesed House - adopted two families and was able to provide Christmas gifts for them)
Celebrate Differences Holiday Party (co-sponsored with Circle K Int.)
Spring 2016
Plan on volunteering at FMSC at least two more times
Going to Advocacy day in April (SWA will have transportation)
Dr. Bruce Perry will be in Chicago April 19th, SWA is looking into making an appearance there
SWA will be helping the juniors prepare for field day in January/ also plan on helping run the event
Care packages for the homeless
School of social work shirts will be sold
Events are in the works for sexual assault awareness month
Perfect Match event with the nursing students

Students are encouraged to attend Social Work Advocacy Day in Springfield, Illinois each April. Faculty and students travel to the state capitol to meet with NASW-IL and legislators about policy issues which impact vulnerable people in Illinois. Students are informed and encouraged to advocate on policy issues related to children, LGBT, disabled children and adults, etc. during this event.

Another example of student advocacy for a diverse population is the MAP Grant Rally at the Thompson Center in Chicago, IL on February 16, 2016. Students from the AU BSW program met with college students from other Illinois colleges and universities to raise awareness for the Monetary Assistance Program (MAP) which funds low-income, often time first generation and minority, college students with $2000/year grants. This funding program is unfunded at this time, as the State of Illinois has not passed a budget. The rally was meant to persuade Governor Bruce Rauner to sign legislation to fund the grants without the budget being passed.

Social Work faculty presented continuing education units at a local hospital, local mental health and hospice agencies about the topic of Ethical and Culturally Competent Supervision during the past three years. Other continuing education events for field instructors have been facilitated by faculty on the topic of cultural competency.

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

The BSW program is committed to infusing content on diversity, cultural competence, social and economic justice in not just classes, but as a key part of the professional education for social students in their entire program of study. This curriculum design will be reviewed by faculty as assessment outcome data is analyzed, in order to address any potential need to restructure cultural competency curriculum. Summer faculty retreats, and scheduled faculty curriculum meetings are the starting points for such an analysis.

Another plan for supporting persons with diverse identities is the ongoing goal of broadening the diversity of our faculty. Faculty searches are inclusive, yet our pool of candidates is often a majority of Caucasian males and females. We hypothesize that our geographic location in the suburbs of Chicago are a draw for these candidates.

The Social Work Association (student organization) can collaborate more purposefully with student groups on campus representing minority student bodies (LASO, or African-American student leadership group). This collaborative plan can increase the service and social connection between SWA members and students with different backgrounds and identities.

Lastly, the next BSW program will collaborate with an advisory committee of community constituents to focus on diversity in our student body, and curricular offerings. This will assist us in shaping both the explicit and the implicit curriculum of our program.

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

Admissions

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

The Aurora University BSW program follows a formal process for admission of students to the major. This process is published in the BSW handbook (See Vol. III), and communicated to prospective students through our webpage. Recruiters and academic advisors are informed of the admission process, allowing for consistent communication to prospective students.

Student applicants submit an application form, as well as a 6 part autobiographical essay to the School of Social Work in order to seek admission to the major. Applicants must meet the following criteria for eligibility: completion of 60 semester hours (junior status), a cumulative grade point average of 2.5 on a 4.0 scale, completion of three specific liberal arts pre-requisite courses (Introduction to Psychology, Introduction to Sociology, U.S. Government). These criteria are evaluated by the BSW Program Chair once the application file is complete. When a student applicant meets eligibility requirements, they are sent an admission letter informing them of their admission status. Along with the letter, instructions to complete a nationwide criminal background check are provided. The admitted student has 7 days in which to complete the background check, which then completes the application process. The criminal background check is ordered, and paid for by the student, through a web based background check service provider. When students order their background check, they direct the results to the Aurora University School of Social Work. Student's whose background check includes a felony conviction are notified of the limitations such a felony record may have on field experiences, licensure, and future employment.

3.2.2   The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admissions.

Applications to the BSW program may be submitted on any date of the year, there is no deadline for admission. The application form is available through the AU website http://www.aurora.edu/academics/undergraduate/social-work/bsw-admission-requirements.html#.VuhZUeYc4Xg) and is also available in paper form through the BSW Chair's office. Applicants complete the demographic page and the autobiographical essay and submit these to the School of Social Work for consideration. The administrative assistant in the School of Social Work adds the applicant and their demographic information to a BSW student

database kept within the School of Social Work. The applicants transcript, and degree evaluation (an audit of credits completed toward baccalaureate degree) are both added to the application file. The application file is read by the BSW Program Chair and evaluated for adherence to the admission requirements. Applicants eligible for admission at the time of application are sent a formal letter, as well as instructions on completing a criminal background check via email.

Conditional admission is granted for students who meet most of the admission requirements and are expected to meet all in the subsequent semester. For example, a student missing one of the required liberal arts pre-requisite courses may be conditionally admitted with the expectation they will enroll in and complete the course within the first semester of the BSW program. Conditionally admitted students are notified of this status via letter and remain Pre-Social Work (PSW) status until the course is completed and all admission requirements are met.

Students who begin the program with Pre-Social Work status are reviewed at the end of the first semester to determine if their eligibility for BSW status (all admission requirements) are met. With the support of the Registrar's office, the BSW Program Chair can review grade point averages, completed course credits, pre-requisite course completion, and background check completion through a data report. This report is generated at the end of the first term, the BSW Program Chair notes which students have met all requirements and communicates to the Registrar's office that these students can be coded as BSW students. The students can see this designation in their degree evaluation.

Applicants whose eligibility is incomplete (not enough credit hours, missing pre-requisite course(s), or low grade point average) are not granted admission at the time of application. These applicants are frequently encouraged to wait one semester and increase their eligibility during that time. Those applications are reviewed again per the applicant's request at a later date. If the applicant has gained credit hours, completed pre-requisite courses and/or improved their grade point average, they are admitted to the program. The BSW program chair also may interview applicants, in order to seek clarity on content of the application. Students may be admitted to the BSW program conditionally.

All undergraduate students receive academic advising (Crouse Center advises full-time BSW students, GWC campus BSW students are advised by Joan Fedota, Amy Carzoli advises the Woodstock Center BSW students, Linda McCall advises the adult-degree completion students at the Orchard Center campus, and Jennifer Everhart advises (with collaboration with Learning House) the online BSW students. Each admission letter is copied and sent to the academic advisor designated for the student, in order to alert the advisor as to the registration priorities or limitations of the student.

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

Applicants to the BSW program frequently seek to transfer credits from a previous higher education institutions. The BSW Handbook, along with the University course catalog, describes how courses from other institutions are accepted for transfer. Students seeking to transfer upper level credits toward the BSW major can only do so if the credits are from a baccalaureate social work program with accreditation from the Council on Social Work Education (CSWE). These transfer requests are reviewed and approved or denied by the Chair of the BSW program.

The timeline for of a transfer student's acceptance into the program after application varies. The student's AU application and transcripts are reviewed by the enrollment department at Aurora University. The transcript is evaluated by the Registrar's office, transfer credits are granted and placed in the AU system. Once the BSW program application is accepted, the BSW program Chair can review the transferred credits and determine eligibility for admission. In general, a transfer application can be approved within 7-10 days if all of the materials are ready for review.

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

The BSW student handbook (See Vol. III, page 19 of handbook) includes a policy stating that students are not granted course credit for life experience or professional experience. Academic credit for social work degree requirements cannot be given for work or life experience according to the Council on Social Work Education's guidelines that regulate all accredited BSW programs.
This policy is written in the handbook, and communicated to recruiters and academic advisors who frequently field such inquiries.
Advisement, retention, and termination

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

 Aurora University provides students in all majors comprehensive academic advising support. This academic advising is by staff working for departments outside of the School of Social Work. Traditional undergraduate students are advised by the Crouse Center, a department dedicated to academic advising and retention. Adult degree completion students are advised academically by an advisor from the Adult and Graduate Studies department. The online students are given academic advisors with complete dedication to the online program. Students entering the university with interest in social work are described as Pre-Social Work (PSW) until they are formally admitted into the program. These PSW students receive all of their academic advising outside of the School of Social Work. Once students are admitted to the major and described as

BSW majors, the Chair of the BSW program works in partnership with the academic advisor responsible for that student. This partnership is needed in providing guidance to students with special circumstances, needs to change status from full time to part time, and generally to progress students through the major.

The BSW program conducts professional advising in a variety of ways. One way a BSW student receives professional advising is through the field instruction advising process. In this experience, the Field Director, or a Field Coordinator meet with the student to discuss the many facets of preparing for field, including the identification of an area of interest for field exploration. Resume writing, and interview practice are discussed.

The Aurora University General Education curriculum mandates mentoring of full-time junior level students. This mandatory mentoring program begins campus wide in the 2016-2017 academic year. The program is currently being piloted in other majors, and the BSW program is using the pilot program information to prepare a comprehensive junior mentoring program for BSW students. This mentoring will increase the student and faculty discussions on professional advising.

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

Aurora University students earn grades of A, B, C, D, or F for most academic courses. The exceptions are the Social Work Field Instruction courses, where a grade of Credit or No Credit can be earned.

The BSW student handbook includes the following policy for advising students whose academic performance has fallen below the standard of the university, and the major.

"**Academic Performance**

The BSW program maintains high academic standards as do all professional programs where the well-being of future clients is of concern. In accordance with Aurora University regulations, the School of Social Work reserves the right to maintain academic standards for admission and retention in the social work program at both the BSW and MSW levels, above and beyond compliance with the general academic standards of the University.

Students are expected to maintain a cumulative grade point average of 2.8 in their required and elective social work courses and maintain a cumulative grade point average of 2.5 in their other course work (non-social work). Students dropping below this standard are placed on academic probation. Each student's grade point average is reviewed after each academic term. Students must have

met the academic standard in order to receive the social work baccalaureate degree.

Academic Probation

Students dropping below the cumulative grade point average of 2.8 in their required and elective social work courses and/or drop below the cumulative grade point average of 2.5 in their other course work (non-social work) at the end of any semester are officially informed by Certified Mail that they have fallen below the BSW academic standard and have been placed on academic probation. Students on probation are given the following term, excluding summer, to raise their grade point average to meet the program's academic standard, and are required to meet with the BSW Program Chair no later than the second week of the following term to discuss their plans for addressing their probationary academic status. Students who do not meet the grade point average standard at the end of the probationary term, will be required to retake required social work courses in which they have earned a "C" or below grade to remain in the BSW program. Such students are not permitted to take additional required or elective social work courses until the academic standard has been achieved. Seniors, who do not meet the academic standard at the end of the spring term prior to graduation, must take additional social work course work to meet the program's academic standard before being awarded the BSW degree.

Students that drop below the cumulative grade point average of 2.5 in their other course work (non-social work) at the end of any semester are officially informed by Certified Mail that they have fallen below the BSW academic standard and have been placed on academic probation. Students on probation are given the following term to raise their grade point average to meet the program's academic standard, and are required to meet with the BSW Program Director no later than the second week of the following term to discuss their plans for addressing their probationary academic status.

Students on academic probation at the end of their junior year are not permitted to begin an internship until they have met the program's academic standards. Such students can continue taking other social work course work while on academic probation, and having met the required academic standard, may begin an internship the following academic year. Students, who are placed on academic probation a second time, are required to meet with the University advisement office to discuss an alternative academic major.

Any other academic standards required of all students in the University are binding on BSW students in the School of Social Work. Students may refer to the University catalog (available online at www.aurora.edu)."

The BSW student handbook also describes a policy for addressing concerns with professional behavior which falls below the standards set by Aurora University, The School of Social Work, and the social work profession.

"**Professional Conduct**

Professional social work education requires high standards of academic, personal, and professional conduct. The educational program at both the undergraduate (BSW) and graduate levels (MSW) requires the development of ethics and values as well as knowledge and skills. Students are expected to exhibit values and behaviors that are compatible with the NASW Code of Ethics, which regulates not only professional conduct in relation to clients, but also in relation to colleagues.

Students should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Respect for the opinions of others is expected. Opinions expressed should be supported by data or carefully reasoned argument. Asking questions per se, or offering opinions that do not reflect the readings assigned for the class do not constitute "prepared participation." Any use of consciousness altering substances before, during, or between class sessions obviously impairs learning, and is unacceptable. Frequent lateness or professional unbecoming class conduct are likely to result in a lowered grade.

Recognizing that there are professional competencies and conduct not measurable by academic achievement alone, the School of Social Work reserves the right to make decisions regarding admission and retention based on high standards of personal and professional conduct demonstrated both in and out of the classroom. Students in the BSW program are evaluated, and may be suspended or dismissed from the program, on the basis of standards of personal and professional behavior, adherence to ethical standards, and on the basis on certain civil and criminal records.

Because social work education involves a significant amount of internship experience, and preparation for helping vulnerable populations, student evaluation will honor not only the rights of students, but also the rights and well-being of clients and others to whom students relate in a professional role."

There is an additional policy published in the BSW student handbook, as well as a comprehensive university policy published in the "A Book" (university student handbook) to guide students in the process of appealing grades or admission and dismissal decisions.

Students inquiring about these policies are informed of the policies and given instructions on proceeding with an appeal by the BSW program Chair.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

BSW students are subject to university academic and conduct policies. The university may take action to dismiss a student due to poor academic performance or poor conduct. The "A Book" (See Vol. III) describes the procedure for action(s) taken by the University to dismiss a student.

BSW students are also subject to policies set by the School of Social work regarding academic or conduct related concerns. The BSW student handbook describes a student review process, which is initiated whenever a student is subject to dismissal from the major. A student review is defined as a formal meeting with the faculty and administration of the BSW program to review the concerning academic performance or concerning conduct.

This BSW student review process begins with the concerning conduct or academic performance of a student observed by a full or part time faculty member. The student is made aware fo this observation by the faculty member. The BSW program Chair is notified of the concern by the faculty member. Communication can be transmitted through the WebAdvisor grading system where academic warnings are recorded, or directly to the BSW program Chair. The BSW program Chair collects information about the student's performance in other classes, makes the academic advisor aware of the report, and determines if a student review is needed to address the concern(s). If a student review is needed, due to the student's difficulties arising in more than one class, the BSW program Chair formally communicates this scheduled meeting with the student and each of the faculty members working with the student at that time. The formal communication (certified letter) instructs the student about the student review policy in the handbook, and also invites the student to bring an advocate to the student review. The student review includes the student in question, along with an advocate of the student's choice, and all faculty members instructing the student's courses, and the BSW program Chair. The review meeting includes information brought forth regarding the student's performance, as well as information the student may bring to support their own advocacy. The student review may result in no action, remediation for the student with support from the university and school of social work, suspension or dismissal from the BSW program. If a student were to be dismissed, or terminated from the BSW program, the student and the university would be notified immediately.

A new initiative to assess student disposition has been introduced during the Spring 2016 semester. Assessment rubrics (See Vol. 1, Appendix 6) detailing observable behaviors of students in classroom and field experience settings will be completed in select courses. The

observable behaviors are discussed in descriptors for "collaboration, curriculum, community, and ethics". To assess a student's disposition is to provide timely feedback to students about their behaviors toward peers and instructors, their readiness for the professional practice of social work, and their ability to view themselves as lifelong learners.

Student Participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

The BSW student handbook (See Vol. III) includes the following policy regarding students' rights to participate in changing or formulating policies affecting academic and student affairs. This policy states that students are to begin their advocacy for a policy change by communicating directly with the BSW program Chair. The Executive Director of the School of Social Work will make the final decision about any policy change for the School of Social Work.

"Students can request that program policy or procedure issues (formulation or modification) related to academic and/or student affairs be addressed by presenting such request to the BSW Program Chair.

Once a policy change is requested, the faculty of the School considers the request. A recommendation regarding the proposed policy change or institution is made by the full faculty to the Executive Director of the School of Social Work. The Executive Director makes the final decision on proposed policy changes (BSW Student Handbook)."

The BSW Program Chair and the Executive Director of the School of Social Work conducted 3 separate Town Hall Meetings during the Fall 2015 term. These meetings were designed to elicit student dialogue about their experiences in the program, as well as interest in impacting policies and curriculum of the program. The town hall meetings were scheduled at times that were considered convenient to different student populations (day time town hall meetings for full-time students in the junior and senior year, and evening town hall meeting for students in the part-time adult degree completion program). Online students have not yet had a scheduled Town Hall meeting.

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

One significant way is through the Social Work Association (SWA) is a student organization for BSW and MSW students. This organization is led by students elected into leadership positions. SWA frequently seeks to organize students for public service, fund raising, social and social

advocacy purposes. SWA, like all campus organizations, has a faculty advisor who attends each meeting.

Another way the BSW program provides opportunities for students to organize is through focus groups facilitated by a graduate student intern. These focus groups are designed to help students articulate their academic needs or concerns with the BSW program. Town Hall meetings are hosted by the Executive Director of the School of Social Work, along with the Chair of the BSW program. Students are invited to discuss academic or professional mentoring needs with these administrators.

The **focus group** sessions require 30-45 minutes of class time, during which the Aurora University SSW's intern facilitates questions in a group setting. Prior to the sessions, students receive notification that their responses will remain anonymous and participation is voluntary. During the sessions, instructors leave the room so students can have an opportunity to share openly their learning experiences. First, each student will have the opportunity to write down his or her responses to minimize the potential of groupthink. Second, the intern will facilitate discussions and record responses. In addition, several of the discussion questions enable participants to rank their competency and professors on a Likert scale with an explanation accompanying their rankings. Then, their responses will go into a Microsoft Word document where the researcher will identify common themes. Finally, the researcher will analyze all the data to determine if a positive correlation exists between Aurora University SSW's program and students' competencies.

Focus Group Responses

As a reminder, 50 BSW seniors and 50 MSW advanced standing students participated in answering the focus groups' written and oral questions. The students self-ranked their competencies and shared their overall experiences. In addition, the students ranked the instructors' expertise and teaching methods as well as provided recommendations for improving the students' learning experiences.

BSW students' perspectives.

One theme taken from the BSW students' responses is the inconsistencies in the quality of instructors. There were several similar remarks about positive and negative experiences with adjunct professors throughout the program. One student said, "Some teachers are average; others are excellent. I say that because in some of my classes, I have to resort to completely teaching myself and others I feel somewhat confident in their teaching style." In other words, students as a whole are questioning the

adjunct professors' commitment. Conversely, the quantitative data illustrated that 64% of participants ranked the faculty's expertise as "above average" or "excellent." Another 32% ranked the faculty's expertise as "average," while 4% ranked the faculty's expertise as "below average" or "very poor" (see Appendix AR for figure 2). Finally, BSW participants ranked the instructors' teaching methods. The data suggests that 36% ranked professors' teaching styles as "above average" or "excellent," whereas 64% ranked professors' teaching styles as "average" (see Appendix AS for figure 3). Overall, this data suggests that there is an opportunity to improve the learning experience by evaluating the instructors' teaching methods.

A second theme revealed within the focus groups is that BSW students ranked their competencies based on their experiences with instructors as well as field internships. The students who ranked their competencies as "above average" or "excellent" repeatedly stated how their instructors and field supervisors have prepared them to become successful social workers. However, students who ranked their competencies as "average" or "below average" stated their lack of field experiences as well as ineffective instructors as the primary reasons for their lack of knowledge. Furthermore, students expressed verbally the need for balance with lectures and hands-on learning in classroom settings. The quantitative data indicated that 52% of participants ranked their competencies as "above average" or "excellent" and 48% ranked their competencies as "average" or "below average" (see Appendix AT for figure 1).

Lastly, BSW seniors communicated feeling overwhelmed due to numerous responsibilities such as work schedules, school schedules, and internship hours. Students further articulated their perceptions of the lack of communication regarding expectations for senior year. Several students expressed how they would prefer to have exposure to internships during their junior year to prepare better for senior year. Additionally, students advocated for self-care curriculum and more elective choices in the program.

Focus group recommendations.

All focus group participants had the opportunity to write recommendations for improving the student experience. Suggestions ranged from hiring more full-time faculty to increasing impromptu visits to evaluate professors' performances. As mentioned earlier, BSW seniors communicated the difficulties they are having adjusting to senior year. As a collective group, students proposed having internship hours during their junior year as well. The

participants suggested spreading out the current internship hours over junior and senior years instead of requiring all the hours to be done in senior year. A second option was to require students to shadow different agencies in their junior year and have this count toward internship hours. Students also recommended integrating self-care techniques into the current curriculum as another way to enhance their learning experiences. The students believe that having earlier exposure to internships and self-care practices will reduce anxiety and make their workload more manageable.

Accreditation Standard 3.3—Faculty

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

All full and part-time faculty meet the CSWE requirements for teaching social work content, and those teaching practice courses have an MSW and a minimum of two years post-MSW practice experience.

Alison Arendt, MSW, LCSW teaches practice courses in the BSW program. Ms. Arendt earned a master of social work degree in 2000 from Aurora University, a CSWE accredited program., and has been clinically licensed since 2004.

Rob Campbell, MSW, LCSW earned his MSW degree from Aurora University, a CSWE accredited program. He teaches practice courses at the George Williams Campus.

Kendra Graham, MSW teaches HBSE I & II, as well as Survey of Contemporary Social Work. Ms. Graham earned her master of Social Work degree from Aurora University, a CSWE accredited program.

Henry Kronner, PhD, LCSW earned his master of social work from University of Michigan, a CSWE accredited program. Dr. Kronner teaches practice classes, and research classes in the BSW program.

Andrew Kutemeier, MSW, LCSW directs our Field Instruction program. He earned his master of social work degree from Aurora University, a CSWE accredited program.

Don Phelps, PhD, LCSW teaches social work practice with groups, HBSE and social welfare policy. He earned his MSW from Aurora University, a CSWE accredited program.

All full-time faculty CVs are listed in the appendix of Vol. I. All part-time faculty CVs are listed in the Vol. III of this self -study.

Faculty Summary Form 1

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
Full Time										
A. Arendt	8/16/14	White		15		6	2		100%	
R. Campbell	8/16/12	White		9			4		100%	
K. Graham	8/16/15	White		23	8		1		100%	
H. Kronner	8/16/06	White		25	1		10		100%	
D. Phelps	8/28/01	White		19			15		100%	
Part Time										
R. Bender	NA-Adjunct since '11	White		16			5		100%	
T. Broskow	NA-Adjunct since '11	White		22			5		100%	
N. Cain	NA-Adjunct since '06	Black		15				10		
A.Carlson	NA-Adjunct since '15	White		2			1	1	60%	40%
M. Carlson	NA-Adjunct since '14	White		15			2		100%	
J. Daling	NA-Adjunct since '15	White		4			1		100%	
D. Durpetti	NA-Adjunct since '12	White		19				3	75%	25%
L. Egizio	NA-Adjunct since '11	White		19				5	60%	40%
M. Evans	NA-Adjunct since '10	White		12				6	60%	40%
D. Fischer	NA-Adjunct since '14	White		5			2		100%	
K. Fletcher	NA-Adjunct since '16	Latino		8			2		100%	
J. Flynn	NA-Adjunct since '07	White		28			9	9	60%	40%
D. Foreman	NA-Adjunct since '15	White		6			1		100%	

Name	Status	Race									
S. Freeman	NA-Adjunct since '15	Black		9					1	100%	
K. Grieger	NA-Adjunct since '14	Unknown		15					1	60%	40%
B. Gullickson	NA-Adjunct since '11	White		26				5		40%	60%
M. Hanlon	NA-Adjunct since '15	White								100%	
J. Hanson	NA-Adjunct since '09	White		14				7		50%	50%
C. Harvey	NA-Adjunct since '11	White		27				5		100%	
S. Hipp	NA-Adjunct since '15	Black		7					1	60%	40%
B. Howard	NA-Adjunct since '14	White		16				2		100%	
K. Johns	NA-Adjunct since '13	White		7				1	2	25%	75%
S. Johnson	NA-Adjunct since '13	White		24					3	40%	60%
E. Kelly	NA-Adjunct since '14	White		7				2		100%	
A.Kennedy-Hanlon	NA-Adjunct since '12	White		12					4	100%	
P. Kroll	NA-Adjunct since '15	White		16				1		100%	
L. Kunstler	NA-Adjunct since '15	White		6					1	60%	40%
A.Kutemeier	NA-Adjunct since	White									
J. Malnar	NA-Adjunct since '11	White		11				5		100%	
R. Maxson	NA-Adjunct since '15	White		30					1	60%	40%
E. Myles	NA-Adjunct since '11	White		12				2	3	60%	40%
K. Oros	NA-Adjunct since '13	White		9				3		100%	
K. Pekarek	NA-Adjunct since '15	White		10					1	60%	40%
A.Rakoczy	NA-Adjunct since '14	White		10				2		100%	
K. Scherf	NA-Adjunct	White		9				2		100%	

							since '14		
M. Schilsky	NA-Adjunct since '15	White		5		1		100%	
B. Searcy	NA-Adjunct since '14	White		16		2		100%	
K. Smith	NA-Adjunct since '15	Black		5		1		100%	
B. Sorensen	NA-Adjunct since '14	White		4		1	1	40%	60%
L. Vargas	NA-Adjunct since '15	White		20		1		100%	
L. Wicks	NA-Adjunct since '10	White		21		6		100%	
M. Wilroy	NA-Adjunct since '14	White		5			2	40%	60%
L. Windsor	NA-Adjunct since '05	White		22		11		100%	
C. Winkeler	NA-Adjunct since '14	White		15	5	2		100%	

Faculty Summary Form 2

Initials and Surname of Faculty Member	Current Rank or Title	(X One)		Tenure-Track (X One)		Tenure (X One)			Gender (X One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
F. McKenzie	Professor		X	X		X			X	
D. Phelps	Professor		X	X		X			X	
H. Kronner	Associate Professor		X	X		Y			X	
R. Castillo	Associate Professor		X		X			X	X	
M. Happ	Assistant Professor		X		X			X		X
A. Arendt	Assistant Professor		X		X			X		X
K. Graham	Lecturer		X		X			X		X
R. Bender	Adjunct	X			X			X	X	
T. Broskow	Adjunct	X			X			X		X
N. Cain	Adjunct	X			X			X		X
A.Carlson	Adjunct	X			X			X		X
M. Carlson	Adjunct	X			X			X		X

J. Daling	Adjunct	X			X			X		X
D. Durpetti	Adjunct	X			X			X	X	
L. Egizio	Adjunct	X			X			X		X
M. Evans	Adjunct	X			X			X		X
D. Fischer	Adjunct	X			X			X	X	
K. Fletcher	Adjunct	X			X			X		X
J. Flynn	Adjunct	X			X			X		X
D. Foreman	Adjunct	X			X			X		X
S. Freeman	Adjunct	X			X			X	X	
K. Grieger	Adjunct	X			X			X		X
M. Hanlon	Adjunct	X			X			X		X
J. Hanson	Adjunct	X			X			X		X
C. Harvey	Adjunct	X			X			X		X
S. Hipp	Adjunct	X			X			X		X
B. Howard	Adjunct	X			X			X		X
K. Johns	Adjunct	X			X			X		X
S. Johnson	Adjunct	X			X			X		X
E. Kelly	Adjunct	X			X			X		X
A.Kennedy-Hanlon	Adjunct	X			X			X		X
P. Kroll	Adjunct	X			X			X		X
L. Kunstler	Adjunct	X			X			X		X
A.Kutemeier	Adjunct	X			X			X	X	
J. Malnar	Adjunct	X			X			X		X
R. Maxson	Adjunct	X			X			X		X
E. Myles	Adjunct	X			X			X		X
K. Oros	Adjunct	X			X			X		X
K. Pekarek	Adjunct	X			X			X		X
A.Rakoczy	Adjunct	X			X			X		X
K. Scherf	Adjunct	X			X			X		X
M. Schilsky	Adjunct	X			X			X		X
B. Searcy	Adjunct	X			X			X		X
K. Smith	Adjunct	X			X			X		X
B. Sorensen	Adjunct	X			X			X		X
L. Vargas	Adjunct	X			X			X		X
L. Wicks	Adjunct	X			X			X		X
M. Wilroy	Adjunct	X			X			X		X
L. Windsor	Adjunct	X			X			X		X
C. Winkeler	Adjunct	X			X			X	X	

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

The size of the BSW program faculty is commensurate with the number and type of curricular offerings as evidenced by the professional backgrounds discussed in the faculty CVs. The BSW program faculty to student ratio is 1:14. On average, we offer 256 semester hours of BSW courses each term. Dividing that number by 12 semester hours, which is the faculty course load equivalency, we arrive at 21 faculty (full-time or adjunct equivalency). With 303 BSW students divided by 21 faculty, a ratio of 1 faculty member to 14 students (1:14) is determined.

Most BSW class sizes are 24-30 students. The field instruction course includes a weekly 1 hour seminar which is capped at 16 students. The online BSW courses each have a maximum of 20 students per section.

Full-time faculty teach 12 semester hours each term, with 4 semester hour courses, this results in 3 courses each term. Part-time adjunct instructors are limited to a total of 9 semester hours each term. In the BSW program each adjunct instructor is limited to 2 courses at 4 semester hours each.

Full-time faculty members each have scheduled office hours, time dedicated to meeting with students outside of class. Adjunct instructors do not post office hours, but are welcome to use office space in Alumni Hall to meet with students outside of class as needed.

Aside from teaching 12 semester hours each term, and up to 6 office hours each week, faculty have time each week to participate in service or scholarship.

The BSW program curriculum provides courses in Human Behavior Social Environment, the curriculum area in which Prof. Pepper-Graham leads. For sections of these courses not taught by Prof. Pepper-Graham, she mentors part-time adjunct faculty who instruct these courses. Social work with Groups and Social Welfare Policy are areas in which Dr. Don Phelps has expertise. He teaches multiple sections of these courses. Practice courses like Social Work Practice with Individuals and Families and Social Work Practice with Communities and Organizations are areas in which Dr. Henry Kronner and Prof. Alison Arendt have practice expertise. Dr. Henry Kronner also instructs the Research sequence, an area in which he has expertise. The adjunct part-time faculty we have recruited to instruct in the BSW program bring extensive practice experience.

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

The BSW program consists of four full- time faculty. Assistant Professor of Social Work, Alison Arendt, MSW, LCSW is also the BSW program chair. The other BSW faculty members include Dr. Don Phelps, Dr. Henry Kronner, Ms. Kendra Pepper-Graham, MSW. All BSW faculty members have an MSW degree from a CSWE accredited program. Drs. Phelps and Kronner earned Ph.Ds in Social Work from accredited schools. A fifth full-time faculty member is being hired during a search taking place in Spring 2016.

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

All full time faculty at Aurora University are required to teach 24 semester hours each academic year. Each BSW class is 4 semester hours. Frequently, BSW faculty will teach 3 courses each term. In addition to teaching responsibilities, all faculty members must demonstrate significant accomplishments in two other areas, service, and professional activity. Service may include advising students, serving on program and university committees, providing "off-site" MSW supervision, as well as service to the community in various ways such as board membership, consultation, etc. Professional Activity is the term used to describe traditional scholarly work for tenure track faculty, as well as professional practice for clinical track faculty. The unique combination of teaching, service and professional activity allows and requires all faculty members to develop and maintain a comprehensive portfolio to continue to function as a qualified university citizen and social work practitioner.

The detail of faculty responsibilities is comprehensively described in the university faculty handbook located in Volume III of the self-study.

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

A comprehensive list of full time faculty CVs and resumes are included in the appendix of this document. CV's of part-time adjunct instructors are included in Volume III.

Alison Arendt, LCSW, Assistant Professor, BSW Chair. Ms. Arendt is actively involved in campus service through her participation on university committees, facilitation of CEU workshops for field instructors, providing field supervision for students, and engaging in interdisciplinary projects on campus. Ms. Arendt remains active in the social work field through work in her private practice with adolescent and adult client populations.

Don Phelps Ph.D., LCSW Full Professor. Dr. Phelps serves as president of the board of directors for the National Association of Social Workers (NASW) Illinois Chapter. Don is an elected representative to the National Association of Social Workers' (NASW) Delegate Assembly. He is the immediate past president of the board of directors for the Center for Faith and Human Rights. The mission of this international nonprofit organization based in Washington, D.C. is to equip, mobilize, inspire, and motivated communities of faith to fight for human rights worldwide. Finally, Dr. Phelps provides pro bono administrative consultation, training and clinical services to several nonprofit social service agencies such as Rebuilding Together Aurora, Hesed House, Center for Faith and Human Rights and Casa Hogar Los Angelitos orphanage in Mexico.

Henry Kronner Ph.D., LCSW Associate Professor. Dr. Kronner maintains a small private practice with a special expertise and emphasis on the LGBT population. Henry is an elected member of the Council on Sexual Orientation and Gender Identity and Expression; it is a sub-committee of the Commission for Diversity and Social and Economic Justice of the Council of Social Work Education. He is also a member of NASW as well as ISCSW (Illinois Society of Clinical Social Work). Dr. Kronner is active in campus service as the faculty advisor to the Social Work Association and to the Phi Alpha Social Work Honors Society.

Ms. Kendra Graham, MSW, Lecturer. Professor Graham shares her interest in faith based social work with students, as well as her work as an advocate for adoption, infertility and reproductive health.

The faculty and staff in the SSW are clearly actively involved in a myriad of important micro, mezzo, and macro areas consistent with CSWE mandates. The special emphasis in all of these arenas enriches the professional education of all of the social work students at Aurora University. In addition there are many adjuncts, far too numerous to detail in this section that are also actively involved in many social work responsibilities that contribute to the comprehensive education of the students in the SSW. Many SSW faculty and staff are involved in career and practice development. Also, many faculty have been published in peer reviewed journals, articles and/or books. Many of these individuals have also been published in peer reviewed journals and text books. The reader is encouraged to review the detail of these accomplishments in the Volume I appendix where the faculty CVs and resumes are placed.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Section 3.3.5 addresses this section above

Accreditation Standard 3.4—Administrative Structure.

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

The School of Social Work is a separate school within the Aurora University structure. The following organizational chart illustrates the administrative structure within the School of Social Work.

```
                    ┌─────────────────────┐      ┌──────────────────────┐
                    │  Executive Director │──────│   Administrative     │
                    └─────────────────────┘      │   Assistant          │
                                                 └──────────────────────┘

        ┌─────────────────────┐      ┌──────────────────────┐
        │  Graduate           │      │  Field Director &    │
        │  Registration       │      │  School              │
        │  Coordinator        │      │  Coordinator         │
        └─────────────────────┘      └──────────────────────┘

┌─────────────────────┐      ┌──────────────────────┐      ┌──────────────────────┐
│  Director Graduate  │      │  Undergraduate       │      │  Chair GWC Programs  │
│  Programs           │      │  Chair               │      └──────────────────────┘
└─────────────────────┘      └──────────────────────┘

  ┌──────────────────────┐
  │  Health Care         │
  │  Coordinator         │
  └──────────────────────┘

  ┌──────────────────────┐
  │  Child Welfare &     │
  │  Addictions          │
  │  Coordinator         │
  └──────────────────────┘

  ┌──────────────────────┐
  │  Advanced            │
  │  Clinical & Faith    │
  │  Based               │
  │  Coordinator         │
  └──────────────────────┘

  ┌──────────────────────┐
  │  Doctorate of SW     │
  │  Program             │
  └──────────────────────┘
```
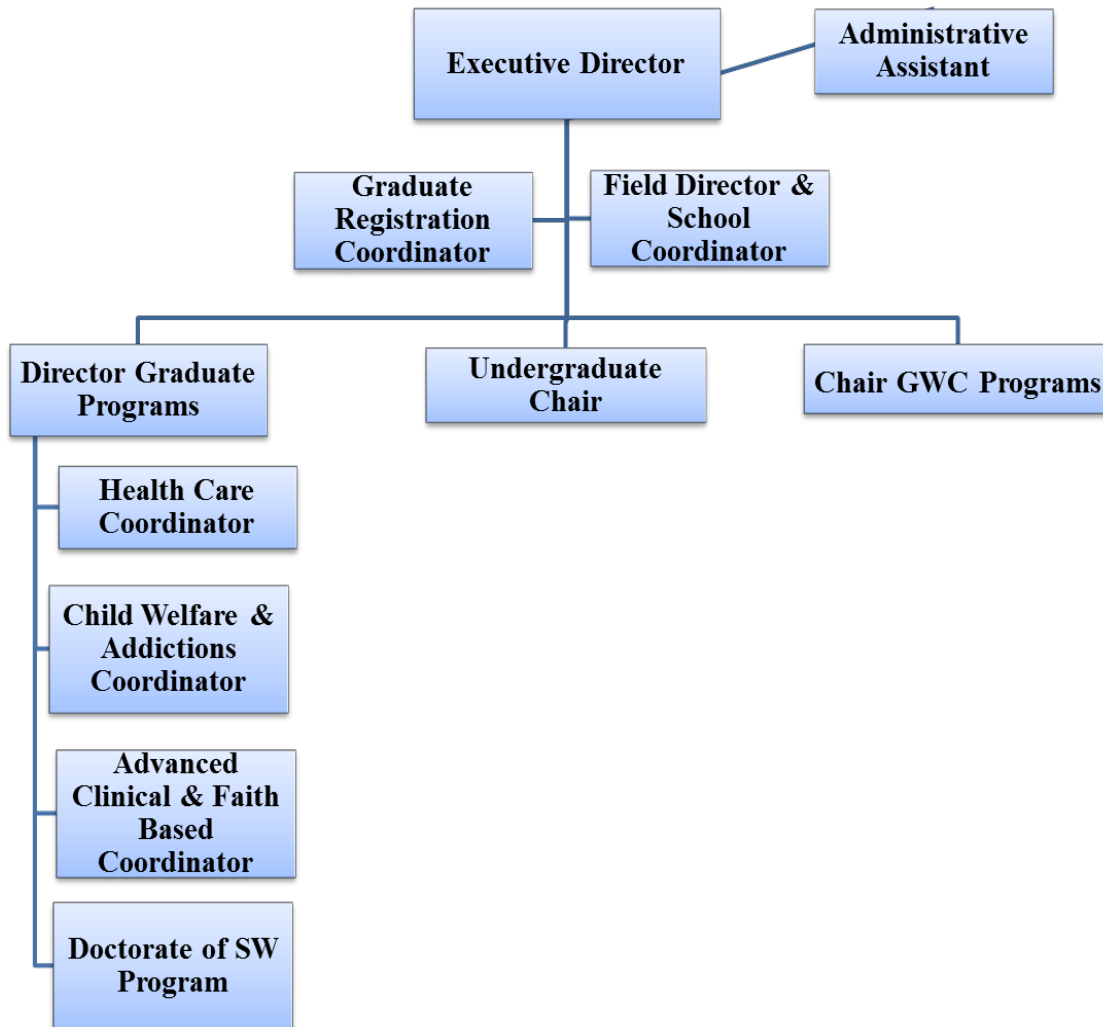
The Executive Director functions for all intents and purposes as a Dean of the School of Social Work - SSW with overall responsibility for the management of the school. The Executive Director reports to the university Provost and serves on the Deans Council, which also includes the Executive Director of the School of Nursing, the Executive Director of the School of Education, the Dean of the Graduate School (excluding the School of Social Work – SSW, the

School of Nursing – SON, and the School of Education - SOE), the Dean of the Undergraduate College (Excluding the SSW, SON, and SOE), the Dean of Faculty Development, and the Provost.

The Graduate Program Director is responsible for the MSW program and reports directly to the Executive Director. The BSW Chair reports to the Executive Director. The Director of Field reports to the Executive Director, but works closely with the MSW Director and BSW Chair. The Graduate Registration Coordinator reports to the Executive Director, and works closely with the MSW Director and Director of Field. The Administrative Assistant reports to the Executive Director, and supports all faculty and staff within the SSW. Finally, the Specialization Coordinators report to the Executive Director regarding the operations of their respective areas.

BSW and MSW faculty are supervised by the BSW Chair and MSW Director respectively. The Director of Field oversees all internship activities in the SSW. There are two Assistant Field Directors, and numerous Field Liaisons that report to the Director of Field.

All administrative positions in the SSW meet monthly with the Executive Director. In addition, there is a monthly SSW administrative meeting (includes Executive Director, MSW Director, BSW Chair, and Director of Field), a Specialization Coordinators' meeting (includes Executive Director and MSW Director),

The BSW Chair and the Graduate Program Director (MSW Director) attend a monthly chairs and directors meeting facilitated by the Dean of the Undergraduate College and Dean of the Graduate School respectively. The purpose of these meetings is to coordinate and share information about undergraduate and graduate programs in the university.

There is a monthly full faculty meeting of the School of Social Work that is led by the Executive Director of the SSW. The BSW Chair and MSW Director also hold regular meetings of the faculty in those programs.

The George Williams College - GWC satellite Social Work program is administered by a chair and field coordinator. The chair of the GWC SW program reports to the Executive Director, and the field coordinator reports to the Director of Field Work on the Aurora campus. The Executive Director travels weekly to the GWC campus for various social work related meetings.

The administrative structure of the BSW program within the School of Social Work has sufficient autonomy to meet the program's mission and goals. This is accomplished through BSW faculty meetings, School of Social Work faculty meetings, and School of Social Work administrative team meetings. These scheduled meetings are the means for discussion, planning and execution of curriculum and program implementation. BSW program development which produces new curriculum is approved by the School of Social Work faculty, then voted upon by the University Faculty Senate. BSW program development which focuses on amending current curriculum can be addressed solely by the School of Social Work faculty. All other non-curriculum BSW program policies are developed and managed within the School of

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Social Work. The BSW program adheres to policies which impact the larger University community.

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

The School of Social Work has developed a comprehensive curriculum assessment system in which all CSWE EPAS competencies and practice behaviors have been integrated into specific foundation and advanced classes (see assessment plan below). Within the BSW program, periodic review of BSW curriculum and syllabi is completed by the faculty. Faculty members assigned to specific content area within the curriculum lead discussions pertaining to specific curricular areas and address details of course implementation. This process ensures alignment with the BSW program mission and CSWE accreditation standards to guarantee integration of concepts and theories, holistically throughout the curriculum.

An example of the syllabi development process begins with a template of the syllabus. This template is used to direct the faculty in including all required content in a course syllabus. Each course is driven by the CSWE accreditation standards which measure student competency. Once a course syllabus is drafted by the BSW faculty, the BSW Program Chair reviews the document, and the syllabus is disseminated to students.

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

The BSW program adheres to the university faculty handbook policies and procedures in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel. A copy of the university handbook is included in the Volume III of this self-study. Aurora University hires tenure track, clinical track (move toward 5 year contract instead of tenure), and one year lecturer faculty positions. Tenure and Clinical Track faculty are usually hired as Assistant Professors and move through a six sequence culminating in tenure or clinical status. Tenure and Clinical Track faculty are given 3 one year contacts, a three year contract, and finally, if successful, tenure or clinical faculty status at the Associate Professor rank. Tenure and Clinical faculty may be promoted to the Full Professor rank after another six successful years as an Associate Professor. Tenure, Clinical and Lecturer faculty are evaluated each year through an Annual Performance Review – APR process detailed in the university faculty handbook. Through the APR process, faculty members are evaluated in the areas of teaching, service, and professional activity. Aurora University is a primarily teaching institution, and all full-time faculty members are expected to devote the overwhelming majority of their work to that endeavor. SSW faculty members are annually evaluated by their respective BSW chair or MSW director, and the Executive Director. The University Faculty Personnel Committee, consisting of all full professors evaluates and recommends faculty for

three year contracts, tenure/clinical promotion to Associate Professor, and promotion to Full Professor.

The Faculty Handbook for Aurora University is under revision, specifically chapter 2 of the handbook which outlines the process for promotion through the tenure and clinical tracks. This revision will be voted upon in April of 2016 by the faculty senate, and will be presented to the Board of Trustees. If this revision is adopted, the promotion process will be centralized in the BSW program, rather than in the university faculty personnel committee. The BSW program will have far more autonomy in evaluating and recommending full time faculty for promotion. All university faculty members have had and continue to have input on the development and modification of these policies and practices through faculty meetings and town hall meetings. The faculty affairs committee and the task force for handbook revision rely on faculty feedback to determine the direction of the handbook revisions.

Within the BSW program, the hiring of new faculty begins with the BSW program Chair proposing the hiring of full-time personnel. The proposal is reviewed by the Provost and the University President, and permission is granted to hire a full-time tenure track or clinical track position. This permission is not always granted, but in this academic year, a hiring proposal was granted.

Once a search for new faculty is approved, the BSW Program Chair assembles a search committee. The search committee for this year's search was comprised of the BSW Program Chair, one BSW full-time faculty member, and one full-time faculty member from another discipline (Communications). The committee follows the protocol for conducting a search, which is distributed by the Provost's office. The search committee members receive applications, review them, and rate them by teaching experience, research experience, communication skill, service to academic community, and professional development. Five candidates are invited to interview by phone with the search committee, and the top two phone interviews are invited to campus for campus interviews. The campus interviews last for a full day and include interviews with the BSW faculty, BSW Program Chair, School of Social Work Executive Director, and university Provost. The campus interview also includes a teaching demonstration with BSW students. At the conclusion of the campus interview, feedback from all participants is collected and reviewed by the search committee. A recommendation is then forwarded to the Executive Director of the School of Social Work and then the Provost.

Once a new faculty member is hired, they are mentored by the BSW Program Chair and by other full-time faculty during their first one year contract. The Dean of Faculty Development also provides faculty development opportunities for new faculty. This mentoring and faculty development plan is meant to promote retention and promotion of full-time faculty.

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

Alison Arendt, MSW, LCSW is the BSW Program Chair. Brenda Barnwell, DSW, LCSW is the MSW Program Director.

B3.4.4(a) The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.

Ms. Alison Arendt is the BSW Chair. Ms. Arendt was hired as the Director of Field Work in 2007 and remained in that position until 2014 when she was hired as an Assistant Professor, Clinical Track, and Chair of the BSW program on the Aurora campus. Alison is an alumnus of the MSW program, an LCSW with the State of Illinois, has worked in the field prior to joining the SSW, and maintains a small private practice in addition to her faculty position at AU. Ms. Arendt was an outstanding Director of Field Work for many years, overseeing a tremendous growth in not only the BSW and MSW student population, but a dramatic increase in internship sites, the development of continuing education for field instructors, field seminar courses for BSW students, and many other significant improvements in the program. In addition to her Director of Field Work position, Alison taught many classes on both the BSW and MSW levels while in that role. Ms. Arendt is currently overseeing the BSW Program at AU as its chair. This includes the traditional BSW program, the Adult Degree Completion - ADC Program on both the Aurora and Woodstock campuses, and most recently, the fully online BSW program at AU. Alison's CV is included in the appendix of this document.

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

A copy of Ms. Alison Arendt's current contract documenting her full time position is included in the appendix of this self-study.

B3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

Ms. Arendt receives a one, four semester hour course release each semester, equivalent to a 25% workload release (4 out of 12 semester hours required each semester). In addition, Alison receives a supplemental contract for summer work as the BSW chair. This amount of workload release has been sufficient for the work demands of the position, and equivalent to all undergraduate chairs in the university with programs of an equal size. The work load release for this position is comparable with the work load release for all academic chairs at Aurora University, 25% each semester (teaching a total of 16 hours for the academic year). As of this

writing, the BSW program has approximately 304 students in the traditional, ADC, and online programs combined. The sufficiency of this workload release is reevaluated each year.

Dr. Joan Fedota, the GWC Program Chair, responsible for administration of the BSW program and MSW program on that campus, receives a 50% course load release. She teaches a total of 12 semester hours during the entire academic year. This course load release is considered sufficient for her administrative duties.

3.4.5 The program identifies the field education director.

Mr. Andrew Kutemeier is the Director of Field Work in the SSW at Aurora University.

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

Mr. Kutemeier received his MSW from AU, and is currently and All But Dissertation – ABD student in the AU SSW DSW Program. Andrew is also an Illinois Licensed Clinical Social Worker - LCSW, and does private clinical social work at a nearby practice. Prior to joining the SSW in 2014, Andrew worked for 5 years as a school social worker, and was an adjunct instructor in the AU SSW. Mr. Kutemeier is bright, enthusiastic, well organized, and brings an extremely strong work ethic to the SSW. Andrew is a model professional for his peers, both faculty and administration.

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

Mr. Kutemeier's Resume confirms that he meets the CSWE requirements for the position. Andrew's resume is included in the appendix of Volume I.

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

Aurora Campus- BSW program
Andrew Kutemeier acts as the Field Director for all School of Social Work programs, including the BSW program on the Aurora Campus, the adult-degree completion program at the Orchard Campus, the Woodstock Campus, the Online adult degree completion program and oversees Amy Chesker's work at GWC and Woodstock. Two field coordinators assist Andrew with the facilitation of the field program at the Aurora Campus. Andrew has 100% of his time dedicated to the direction of the Field Program.

George Williams College – Field Instruction
Andrew Kutemeier serves as Director of Field Instruction for all social work programs at Aurora University. Amy Chesker is identified as the Field Coordinator to assist BSW and MSW students in field advising at the GWC campus. Amy's time is dedicated 100% to field instruction at the GWC campus and the Woodstock campus.

Social Work Programs at Woodstock
The AU SSW delivers an Adult Degree Completion – ADC BSW program at the university's Woodstock Center campus. This BSW program is identical to the ADC program on the Aurora campus and is overseen by BSW Chair Ms. Alison Arendt. Amy Chesker, the field coordinator assigned to the George Williams Campus, also works with Woodstock campus students on field advising.

Accreditation Standard 3.5—Resources

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

The university requires all Executive Directors and Deans to work with the Finance Office to submit annual budget proposals each year. The university operates on a zero-based budgeting planning process. In the SSW, the Executive Director works with SW administrators and key faculty to propose budget line items based upon current student enrollment in the BSW, MSW and DSW programs. This budget process does not include faculty salaries or other compensation. Those figures are handled through the Finance Office. The SSW budget proposal includes adjunct salaries, travel, copying, and other basic operating expenses. A substantial increase in enrollment in any SW program has led to commensurate budget increases in all relevant areas. For example, in the fall of 2015, the SSW received a $10,000 miscellaneous budget line in order to compensate for a 20-25% enrollment increase in both the BSW and MSW programs. This line item was also allocated in order to allow the SSW to have funds available for "program development". The university has been very responsive to the needs of the BSW program. The BSW program is sufficient and stable to allow for program planning and faculty development. Please see the included BSW Expense Budget (page 67).

Program Expense Budget
Council on Social Work Education
Commission on Accreditation

2008 EPAS

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

AS 3.5.1

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

Provide all of the information requested below. If accredited baccalaureate and master's programs are being reviewed at the same time, use one form for each program.

Type of Program: X   Baccalaureate   Master's

Program Expenses	Previous Year 2015		Current Year 2016		Next Year 2016	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	249,044	100%	280,300	100%	341,180	100%
Support Staff	14,405	100%	18,400	100%	16,640	100%
Temporary or Adjunct Faculty & Field Staff	273,892	100%	301,550	100%	301,540	100%
Fringe	106,424	100%	119,765	100%	137,500	100%
Supplies & Services	1,742	100%	1,945	100%	9,830	100%
Travel	1,109	100%	1,000	100%	1,950	100%
Student Financial Aid	4,039,564	58%	4,128,845	57%	4,150,000	57%
Technological Resources *	N/A		N/A		N/A	
Other (Specify)	0	100%	1,400	100%	1,400	100%
TOTAL	4,686,180	-------	4,853,205	-------	4,960,040	-------

Technological Resources are part of overall university resources and are not specifically allocated by program. The university's annual budget for IT resources is approximately $2.45 million.

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

The BSW program, as part of the School of Social Work, includes collaborators from the community in discussions and plans for the curricular program. One example of this is the Advisory Symposium held by the School of Social Work. This meeting included members of the Aurora area social service agencies, the local community college, the Illinois State Representative for this district, and faculty of both the BSW and MSW programs. In this meeting we discussed the BSW program and it's learning outcomes. We discussed field experiences in the community, as well as the community's need for bilingual social workers. One outcome of this meeting was a plan to increase the involvement of students in direct service experiences where language skills are needed.

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

There are two support staff in the SSW on the Aurora campus, an Administrative Assistant, and a Graduate Registration Coordinator. The Graduate Registration Coordinators responsibilities have been described earlier in this document in the admissions, advisement and retention section. The Administrative Assistant reports directly to the Executive Director, and works closely with all SW administration, faculty and adjuncts. In conjunction with key SSW administrators, the Administrative Assistant manages the budget, adjunct contracts, coordinates book orders, schedules meetings and appointments, assists faculty as needed, and various other responsibilities in the SSW. These two highly specialized positions are adequate support for the SW program on the Aurora campus. The job descriptions for both of these positions are included in Volume III of this self study.

The BSW program faculty and students have sufficient access to technology resources. The Aurora University campus has multiple computer labs for student use, each one with laptops available for check out, as students may prefer quiet or private use of laptops. Each classroom is equipped with a computer which can be accessed by any individual with an AU email address and password. The BSW program frequently communicates with students through AU email, Moodle, and at times through social media. Full time faculty members are issued laptops by the university. Part-time faculty may access labs for computer needs.

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

Librarian's Report
Council on Social Work Education
Commission on Accreditation

2008 EPAS

This report is used to evaluate the program's compliance with Accreditation Standard (AS) 3.5.4.

AS 3.5.4

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

In a narrative report of social work library resources, including those used in distance education or off-site programs, address the items in each bullet below. Tables, charts, or spreadsheets may be used to provide data. Address the following:

Holdings of books, monographs, journals, and other collection resources pertinent to social

Books, monographs: We have over 2,000 print books in the main areas of social work. They are delineated below according to Dewey decimal categories. We also have over 800 eBooks when limited to the key phrase "social work." We have over 400 films/videos in the same Dewey decimal categories. Many of our social work students use resources from other disciplines like psychology, sociology, education, nursing, and criminal justice. These statistics refer specifically to social work.

302 Social interaction: 523 titles

303 Social processes: 422 titles

305 Social groups: 1,283 titles

360 Social problems & social services: 15 titles

361 General social problems & welfare: 629 titles

362 Social welfare problems & welfare: 1,521

363 Other social problems & services: 585

eBooks: 834 titles

Films/Videos: 408

Journals: We have 689 full-text journal titles available to our social work program through our databases. Click on this link (Full-text Journals in the Social Sciences) and scroll down to "Social Welfare & Social Work" for a complete list. Our primary article database for this program is *Social Work Abstracts*, produced by the National Association of Social Workers, Inc., and contains more than 35,000 records, spanning 1977 to the present. Phillips Library of Aurora University subscribes to a total of 80 databases, many of which are utilized by the social work department in addition to *Social Work Abstracts*. Phillips Library also purchased individual subscriptions to the following journals, which are not aggregated in any database: *Group Analysis; Group Processes and Intergroup Relations; Group work; International Journal of Group Psychotherapy: Journal for Specialists in Group Work; Social Work with Groups.*

Other collection resources: In addition to our print DVD collection listed as films/videos above, Phillips Library of Aurora University also subscribes to *Counseling and Therapy in Video*. This database of streaming video contains more than 400 hours of training videos, reenactments, and footage of actual therapy sessions conducted by renowned counselors, psychiatrists, psychologists, and social workers.

Other collection resources: We offer many online research guides for social work students. Some guides are general, but most are course specific. The listing of online research guides can be seen here: http://libguides.aurora.edu/SWK

Other collection resources: We subscribe to the digital full-text versions of several American Psychological Association Handbooks: *Addiction, Behavior Analysis, Counseling Psychology, and Educational Psychology*.

Staffing pertinent to the provision of library services to social work students

Phillips Library has a staff of twelve; eight employees are full-time and four are part-time. Phillips Library is normally open seven days a week for a total of 102 hours per week to provide library services to students. Our normal hours are Monday through Thursday, 8am to 2am; Friday, 8am to 5pm; Saturday, 9am to 5pm; Sunday, 1pm to 2am. Our staff members and their credentials are here: http://libguides.aurora.edu/staff

Budget for social work library resources for the last, current and upcoming academic years.

The 2014-2015 Phillips Library budget for social work library resources totaled $5,775 (evenly divided between doctoral, masters, and undergraduate budgets). Due to budget restrictions currently in place, the current and upcoming academic year budgets will be approximately $3,000.

Circulation or utilization data for items relevant to social work.

Books & Media. Print items (books and media) from the collection with call numbers identified as social work (the Dewey decimal ranges of 302, 303, 305, 360, 361, 362, and 363) circulated 818 times in the last academic year. Our total eBook circulation for the last academic year (2014-2015) for all eBooks in our collection was 6,486 total online views. We are not able to parse out circulation statistics for only those eBooks that might be considered social work titles.

Journal Databases. Our total database usage for the 2014 fiscal year was 1,975,623 sessions; 7,260,694 searches; 253,583 abstract downloads; and 436,679 full-text downloads. While we have usage statistics for the *Social Work Abstracts* database, they are not at all representative of utilization of article databases by social work students for two reasons: 1) *Social Work Abstracts* only indexes citation and abstract information; it pulls the full-text of articles from other EBSCO databases which would not be reflected in the statistics, and 2) our social work students almost always initiate a database search by searching all of EBSCO's databases simultaneously, not just *Social Work Abstracts*.

Online Research Guides. Below are statistics showing the page views of the various subject and course-specific online research guides that have been created for the social work department. This chart shows monthly usage and total views for the last academic year (2014-2015).

Guide Name	9/14	10/14	11/14	12/14	1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	Total Views
Policy (SWK3150 & SWK6140)	1051	700	895	86	457	725	784	1252	281	598	709	332	7870
SWK2050 Drugs and Human Behavior	121	59	97	32	22	40	11	31	14	13	19	3	462
SWK2150 Violence in America	0	0	0	0	0	0	0	0	15	24	1	11	51
SWK3140 Social Work with Groups	250	134	240	39	108	127	36	23	2	37	10	16	1022
SWK4200 Social Work Research I	227	201	277	27	64	38	16	23	6	23	36	9	947
SWK6140-U1-01 Social Welfare Policy and Institutions	0	0	0	0	0	0	0	0	0	242	54	27	323
SWK6150 HBSE I: Theories of Human Development	0	0	64	62	62	81	58	41	3	107	17	11	506
SWK6160 HBSE II: Theories of Human Development: Adult Lifespan	0	0	0	0	50	62	46	103	17	22	19	4	323
SWK6381 Social Work Practice II: Group Work	169	128	134	44	22	15	8	4	3	28	14	2	571
SWK6533 Advanced Macro Practice	96	94	85	34	60	20	8	22	1	7	13	3	443
SWK7250 History of Social Policy	69	26	69	3	13	23	35	103	12	37	43	17	450
Social Work	765	814	768	258	535	547	378	364	110	150	230	151	5070

TOTAL   18,038

Equipment and technology available to social work (computers, copiers and printers).

Computers: Phillips Library has 58 computers available to students—40 desktop computers and 18 portable laptops that may be checked out and used anywhere in the library. Laptops have a three-hour checkout period; desktops have no time restriction. The computers have the following software loaded on them: Audacity, Boardmaker Plus, GIMP, IBM SPSS, JAVA SE Development kit, Logger Pro, Microsoft .NET Framework, Office Professional 2010, Microsoft Visual C++ 2010, RealPlayer, Scientic Viewer, Writer's Workbench, XAMPP.

Copiers: There is one photocopier available to students. We currently do not charge students to make photocopies.

Printers: There are five printers available to students. We currently do not charge students to print in black and white.

Other: Other equipment and technology available students includes free wifi, a scanner, a fax machine (small fee required), flash drives that may be checked out, paper cutters, typewriter, three-hole punch, staplers (heavy-duty and regular), dry erase markers, pencil sharpeners, and relaxation station software.

Circulation polices and procedures (policy and procedures to ensure that books or other materials required or recommended in social work courses are made available to students).

Students may check out up to 100 items from Phillips Library at a time. Print books are loaned for four weeks with up to three renewals for a maximum borrowing period of 16 weeks. Print media may be borrowed for a two-week period. Phillips Library belongs to a statewide consortium called I-Share, which is composed of 87 academic and research libraries. It includes the major state universities as well as small, private schools. AU students may borrow print items from any I-Share library at no charge. They can go to any I-Share library with their Aurora University ID card to check out items, or they may have items delivered to Phillips Library at no cost to them. Universal Borrowing ensures that AU students have the same loan period at any I-Share library. Students may also borrow materials through WorldCat, which goes outside the state of Illinois and includes public libraries as well as academic and research libraries.

Phillips Library also offers a "Reserve" system whereby faculty can place items from our collection or from their own personal collection on reserve for use by students from their courses.

Library's online catalogue, email, computerized search services, document delivery, interlibrary loan (identify per-fee versus non-fee), media, and other related services available to students (include other libraries outside the educational institution to which students have regular access and the appropriateness of each library's holdings for social work).

The Phillips Library online catalog is open to the public and can be accessed 24 hours per day with any internet connection. The online catalog indexes books, eBooks, print journals and magazines, DVDs, streaming film, archival material, manuscripts, curriculum material, manuscripts, music scores, maps, music and sound recordings, audio CDs, and software/computer files. Books may be checked out during 92 of the 102 hours a week that the library is open.

Students have access to their university email 24-hours per day but access requires login credentials. Messages sent to the general library email address (library@aurora.edu) are answered 81 hours per week, seven days a week, during normal reference hours.

Computerized search services are available 24 hours per day and require a login to the network proxy server when off-campus.

Document delivery (of articles) and interlibrary loan (of books) is available seven days a week and there is no fee for either service.

We have several streaming media collections; these are available 24 hours per day through the Phillips Library database collections. Print media is available and may be checked out during 92 of the 102 hours a week that the library is open.

Students have regular access to the collections of the other 86 libraries in the I-Share consortia. For a list of all I-Share institutions, go here: http://www.carli.illinois.edu/membership/i-share_part. Of the 23 schools with CSWE accredited social work programs in the state of Illinois, all but four

schools are members of I-Share. Students also have access to materials through WorldCat (outside the state of Illinois and even outside the country).

Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and students).

Phillips Library offers reference service to students seven days a week for a total of 81 hours each week: Monday through Thursday from 8am to 10pm; Friday from 8am to 5pm; Saturday from 9am to 5pm; and Sunday from 1pm to 9pm. Appointments are not required, but are available; walk-ins are always welcome.

When reference service is not available, students may still search the library's knowledge bank for answers to frequently asked questions. There are also 46 online video tutorials, each no more than two minutes long that demonstrate how to accomplish basic research tasks, such as locating a scholarly, peer-reviewed journal from a database. Finally, if the student's question still has not been answered there is a form on the Phillips Library homepage that allows them to submit the question and leave their email address for prompt response the following morning

Reference assistance is available from nine MLS-degreed librarians in person, through an online live chat system, over the phone, by SMS texting, via email, and most recently, by using video conferencing. Five of our reference librarians have degrees beyond the MLS (second masters' degrees or doctoral degrees). During the last academic year, librarians answered 6,216 reference questions:

In-Person – 3,673

Online Live Chat – 2,198

Phone - 281

SMS Text - 44

Form (email and question form) – 20

Social work students may make an appointment to meet for individual, specialized reference instruction with the social work liaison librarian. In the last calendar year, the social work liaison librarian met individually for specialized research instruction sessions 45 times—19 times with a graduate student and 26 times with an undergraduate student—for a total of 32½ hours of instruction time.

Is there a library staff member assigned to a liaison role for the social work program? (If yes, describe the nature of this role vis-à-vis the social work program.)

Yes, there is a designated social work liaison librarian. Amy Schlumpf Manion, MA, MLIS, has been liaison to the department since 2009. As department liaison, she does the following:

Provides in-class library user instruction to social work classes at the invitation of social work faculty members;

Oversees the spending of the library's social work budget;

Attends social work program orientations for students and new faculty;

Communicates to social work faculty about new materials and databases through email and workshops;

Collaborates with social work faculty to integrate library research skills into course assignments;

Provides information regarding Phillips Library resources to the Faculty Senate when new social work curriculum is being developed;

Designs online research guides (both general and course-specific) for the area of social work;

Is available for specialized research appointments for social work students and faculty.

Is there a librarian (or librarians) with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities of these librarians and other activities. In addition, is there involvement by librarians in (a) social work courses or in course management programs (such as Blackboard, WebCT) for social work students; (b) library instruction provided through distance education, continuing education; (c) library services for alumni, outreach, or community services; (d) development of the program's strategic planning, technology development and curriculum revision; and (e) activities providing opportunities for professional development?

Yes, there is a designated social work liaison librarian. Amy Schlumpf Manion, MA, MLIS, has been liaison to the department since 2009. As department liaison, she does the following:

Provides in-class library user instruction to social work classes at the invitation of social work faculty members;

Oversees the spending of the library's social work budget;

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Collaborates with social work faculty to integrate library research skills into course assignments;

Provides information regarding Phillips Library resources to the Faculty Senate when new social work curriculum is being developed;

Designs online research guides (both general and course-specific) for the area of social work;

Is available for specialized research appointments for social work students and faculty.

The social work liaison librarian is involved in social work courses at the invitation of the faculty. In her history as liaison librarian to the social work department, she has made presentations to the following social work courses:

SWK1100 Careers in Social Work

SWK2050 Drugs and Human Behavior

SWK2100 Social Work in American Society

SWK2150 Violence in America

SWK2500 Survey of Contemporary Social Work

SWK3100 Introduction to Social Work

SWK3140 Social Work with Groups

SWK3150 Social Welfare: Institutions and Policies

SWK3200 Psychopharmacology

SWK3210 HBSE I: Infancy to Adolescence

SWK3390 Social Work Practice with Diverse and Vulnerable Populations

SWK4200 Social Work Research I

SWK6140 Social Welfare Policy and Institutions

SWK6150 HBSE I: Theories of Human Development I

SWK6160 HBSE II: Theories of Human Development II

SWK6250 Research Methodology I

SWK6283 Practice & Program Evaluation

SWK6370 Social Work Practice I: Individuals & Families

SWK6381 Social Work Practice II: Group Work

SWK6390 Social Work with Diverse Populations

SWK6511 Social Work Practice III: Clinical

SWK6533 Advanced Social Policy

SWK7250 History of Social Policy

SWK8100 Research Methodology I

She is also involved in our course management program, which is Moodle. Some faculty have made her a co-instructor in their courses so that she receives all messages sent to the class. She is also then easily available and approachable for students in the class. In addition, search widgets or links to course-specific online research guides appear in all Moodle course shells, along with a live chat button that connects to the reference librarian on duty. Finally, a paragraph with links to resources and the social work liaison librarian's contact information appears on every social work course syllabus.

Library instruction is provided through distance education in several ways: the acquisition of digital resources (eBooks, databases, streaming video); telephone, email, and the online live chat system,

which is available 81 hours per week; and through the web conferencing software, WebEx. The social work liaison librarian has conducted numerous library user instruction sessions for classes located on our satellite campuses (George Williams College and Woodstock) through this teleconferencing software.

Aurora University alumni are able to check out materials from Phillips Library, and to use our computers and databases on campus with a guest login. We do not charge alumni for printing. The public is welcome in Phillips Library, but as a private university, most resources and services are reserved for our students, faculty, and staff. In the past, Phillips Library has hosted exhibits and book displays that are open to and attended by the public.

The social work liaison librarian is consulted whenever new curriculum is being developed. All curriculum changes go through the Faculty Senate. A Phillips Library representative attends all Faculty Senate meetings, so the social work liaison librarian is aware of all changes to the social work curriculum, including course additions, changes in graduation requirements for majors or minors, changes in course titles or descriptions, course deletions, revisions to course sequencing, numbering, or prerequisite changes.

Each year Aurora University holds three separate conferences: the Undergraduate Research Conference, the Graduate Research Conference, and the Faculty Research Conference. The social work liaison librarian attends as many presentations from social work students and faculty as possible as one way to keep abreast of developments in the social work field. The liaison librarian also routinely attends webinars sponsored by database vendors to be up-to-date on these resources. Here is a list of those attended in the last academic year (2014-2015):

EBSCO/YBP's "EBook Workflow Solutions" webinar

Library Journal's "Breaking Barriers: How Academic Librarians Can Communicate More Effectively with Faculty"

EBSCO's "New EBook Features and Formats for Improving Student Research"

Learning Revolution's "Library 2.015 Spring Summit"

"Welcome to the NEW Issues & Controversies"

RAILS Member Networking Event: "Marketing Your Academic Library"

"LexisNexis Legal Research"

Is there a procedure used by social work faculty to recommend items for purchase? If yes, how are such faculty recommendations handled by library staff.

The liaison librarian contacts the social work department each year in the fall and notifies them of the budgeted amount available to spend on monograph purchases to support the social work curriculum. She also shares catalogs, and recommendations that she has gathered from reviews

such as *Choice* magazine that she thinks would support the curriculum. The social work department chair notifies the rest of the department faculty and gathers recommendations for purchase. These are shared with the liaison librarian, who then arranges for purchase of the requested items as well as for additional materials that she believes will support the curriculum. All social work faculty are welcome to notify the liaison librarian at any time of the year if there are monographs that they would like the library to purchase to support the social work curriculum. The requests are routinely filled, unless it is at the very end of the fiscal year, June 30. In those cases, the requested item is ordered as soon as the new fiscal year starts. There is also a form on the library's website where requests can be submitted. All monograph purchases requested by faculty are purchased each year unless an item is out-of-print or in some other way not available for purchase.

The social work liaison librarian stays abreast of the latest database offerings and routinely requests free trials from vendors. She notifies the social work department when trials are available and solicits their input. If positive, she then recommends purchase to the library director, and works with him to find money in the database budget to purchase. Database collections recently purchased (in the last five years) that are used by the social work department include: *Counseling and Therapy in Video; Health and Psychosocial Instruments*; the American Psychological Association Handbook Collection (*Addiction, Behavior Analysis, Counseling Psychology,* and *Educational Psychology*); and *EBook Academic Collection*.

How often are new acquisitions in social work listed and reported to program faculty?

At the beginning of each academic year, the purchases made with the previous year's budget are posted on the "For Faculty" section of the Phillips Library website:

Social Work Undergrad purchases

Social Work Masters purchases

Social Work Doctoral purchases

Traffic or other counts of users of social work collection or social work resources.

Books & Media. Print items (books and media) from the collection with call numbers identified as social work (the Dewey decimal ranges of 302, 303, 305, 360, 361, 362, and 363) circulated 818 times in the last academic year. Our total eBook circulation for the last academic year (2014-2015) for all eBooks in our collection was 6,486 total online views. We are not able to parse out circulation statistics for only those eBooks that might be considered social work titles.

Databases. Our total database usage for the 2015 calendar year was 306,150 sessions, 1,240,802 searches, 24,592 abstract downloads, and 20,262 full-text downloads. While we have usage statistics for the *Social Work Abstracts* database, they are not at all representative of utilization of article databases by social work students for two reasons: 1) *Social Work Abstracts* only indexes citation and abstract information; it pulls the full-text of articles from other EBSCO databases

which would not be reflected in the statistics, and 2) our social work students almost always initiate a database search by searching all of EBSCO's databases simultaneously.

<u>Research Guides</u>. Below are statistics showing the page views of the various subject and course-specific online research guides that have been created for the social work department. This chart shows monthly usage and total views for the last academic year (2014-2015).

Guide Name	9/14	10/14	11/14	12/14	1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	Total Views
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SWK2150 Violence in America	0	0	0	0	0	0	0	0	15	24	1	11	51
SWK3140 Social Work with Groups	250	134	240	39	108	127	36	23	2	37	10	16	1022
SWK4200 Social Work Research I	227	201	277	27	64	38	16	23	6	23	36	9	947
SWK6140-U1-01 Social Welfare Policy and Institutions	0	0	0	0	0	0	0	0	0	242	54	27	323
SWK6150 HBSE I: Theories of Human Development	0	0	64	62	62	81	58	41	3	107	17	11	506
SWK6160 HBSE II: Theories of Human Development: Adult Lifespan	0	0	0	0	50	62	46	103	17	22	19	4	323
SWK6381 Social Work Practice II: Group Work	169	128	134	44	22	15	8	4	3	28	14	2	571
SWK6533 Advanced Macro Practice	96	94	85	34	60	20	8	22	1	7	13	3	443
SWK7250 History of Social Policy	69	26	69	3	13	23	35	103	12	37	43	17	450
Social Work	765	814	768	258	535	547	378	364	110	150	230	151	5070

TOTAL   18,038

Instructional sessions (number and type of presentations, number of participants, evaluation data).

In the 2014-2015 academic year, the social work liaison librarian presented 34 instruction sessions to social work courses in the classroom—16 were to graduate courses and 18 were to undergraduate courses. The average presentation time was 65 minutes and 657 students were reached. The sessions were primarily demonstration, but sometimes included the opportunity for students to practice research skills with the liaison librarian present and assisting. Evaluation data is all qualitative and is in the form of feedback from the faculty who invited the liaison librarian. This is the written feedback received in the 2014-2015 calendar year.

"Thank you SO MUCH for all of your help on Tuesday. You present the information in such a clear and organized manner. I think the students not only learned a lot from the presentation, but I think having you come to class allows the students to relax and feel more comfortable seeking help when it is needed. Thank you also for making the changes to the APA template. I am grateful for all of your help and that of your colleagues; you all make it much easier for the students to succeed at AU. Again, thank you for all that you do."—H. K., social work professor

"I want to thank you for speaking to my classes on Monday. Students have been in the library this week researching because many have brought me their articles. I hope you know how much I appreciate you and all that you do for students."—D. P., social work professor

"I just wanted to thank you for taking time out of your busy day to meet with my SWK-2050 class today. It was very helpful....I am always amazed with the quality of services our library provides. Thanks again!!!"—R. C., social work professor

"Thank you very much for taking time out of your schedule and visiting 6511 07 yesterday - your presentation was very helpful - some of the students came up to me after class noting its benefit to them and it was a great review for me."—B. R., social work professor

"And thank you so much for attending our research class today - additionally thank you so much for working with the policy class last week!! They all said they loved your presentation and learned a lot - a few might seek you out for additional guidance with their projects."—S. H., social work professor

"I wanted to express my gratitude and the gratitude of the class for coming in to present last week. I've received a lot of feedback over the last two class sessions, and it's been very positive regarding how they're beginning to research for their project. Thank you."—A. K., social work professor

Social work students may make an appointment to meet for individual, specialized reference instruction with the social work liaison librarian. In the last calendar year, the social work liaison librarian met individually for specialized research instruction sessions 45 times—19 times with a graduate student and 26 times with an undergraduate student—for a total of 32½ hours of instruction time.

Location of library/social work collection relative to classroom and other social work student services.

Phillips Library is located on the main campus of Aurora University, however, it can be considered a "library without walls" because of the amount of resources and services that are available electronically 24 hours a day to students at all of our satellite locations and to our online students:

EBooks

Streaming video

Online Databases

Online research guides

Online reference assistance in the form of live chat and also video conferencing

Videoconferencing instruction to classrooms

Library hours for the main library and social work collection library for the full calendar year. (Are there requests for additional hours from social work students? If yes, discuss the library's response).

Regular Academic Year

Monday through Thursday	8am to 2am
Friday	8am to 5pm
Saturday	9am to 5pm
Sunday	1pm to 2am

<u>Week Before Finals and Finals Week</u>

Monday through Thursday	8am to 4am
Friday	8am to 9pm
Saturday	9am to 9pm
Sunday	1pm to 4am

<u>Winter Break</u>

Closed between Christmas Eve day and New Year's Day

All other weekdays	8am to 5pm

<u>May Term & Summer Sessions I and II</u>

Monday through Thursday	8am to 6pm
Friday	8am to 5pm
Saturday	9am to 1pm

<u>Summer when no classes are in session</u>

Monday through Friday	8am to 5pm

There have been no requests for additional hours from social work students.

Samples and results of assessment/evaluation surveys of library services.

"Thank you SO MUCH for all of your help on Tuesday. You present the information in such a clear and organized manner. I think the students not only learned a lot from the presentation, but I think having you come to class allows the students to relax and feel more comfortable seeking help when it is needed. Thank you also for making the changes to the APA template. I am grateful for all of your help and that of your colleagues; you all make it much easier for the students to succeed at AU. Again, thank you for all that you do."—H. K., social work professor

"I want to thank you for speaking to my classes on Monday. Students have been in the library this week researching because many have brought me their articles. I hope you know how much I appreciate you and all that you do for students."—D. P., social work professor

"I just wanted to thank you for taking time out of your busy day to meet with my SWK-2050 class today. It was very helpful….I am always amazed with the quality of services our library provides. Thanks again!!!"—R. C., social work professor

"Thank you very much for taking time out of your schedule and visiting 6511 07 yesterday - your presentation was very helpful - some of the students came up to me after class noting its benefit to them and it was a great review for me."—B. R., social work professor

"And thank you so much for attending our research class today - additionally thank you so much for working with the policy class last week!! They all said they loved your presentation and

learned a lot - a few might seek you out for additional guidance with their projects."—S. H., social work professor

"I wanted to express my gratitude and the gratitude of the class for coming in to present last week. I've received a lot of feedback over the last two class sessions, and it's been very positive regarding how they're beginning to research for their project. Thank you."—A. K., social work professor

Strengths, areas of concern, projections for and assessment plans of the social work collection.

Strengths: Our social work collection is robust, current, relevant, comprehensive, and meets the needs of our curriculum.
Areas of concern: The university budget is currently being impacted by a state budget stalemate. Our main area of concern is what the lack of promised MAP funding from the state will do to our budget.
Projections: We anticipate continuing to meet the needs of the social work curriculum and will respond to any program changes with appropriate modifications to our print and electronic collection as our budget allows.
Assessment plans: In the summer of 2014, the social work collection was aggressively weeded to remove any materials that were dated or not being used by students and faculty. Each item in the collection was assessed and almost all items that had not circulated in the past ten years and that were older than five years old were deaccessioned.

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

The BSW program has sufficient office and classroom space to achieve its mission and goals. The BSW Program Chair works directly with the Registrar's Office to plan classroom space and schedules for each term. For example, SWK 4300 Research II: Statistical Methods is best instructed in a computer lab. The Registrar responds efficiently to requests to ensure the space for these class sections to have computer access. Computer carts are also available through the ITS department, and can be reserved and delivered to any classroom space for student use.

The addition of the Orchard Center campus for adult-degree completion BSW students and graduate students increased available classroom instruction space, as well as parking space. The Woodstock Campus recently renovated the Challenger Center space to add more classroom, office and student recreation space.

The full-time faculty in the BSW program, have private office space in Alumni Hall on the Aurora Campus. Part-time faculty do not have assigned office space, but are invited to borrow office space for private meetings with students, or utilize common adjunct faculty office space or work-rooms for class preparation at the Aurora main campus, George Williams Campus, and the Orchard Center, and at Woodstock Center.

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

The Disability Resource Office (DRO) at Aurora University provides academic adjustments and auxiliary aids for qualifying students consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendment of 2008. Our mission is to coordinate services to empower students with disabilities to participate and excel in every aspect of academic and campus life. The Disability Resource Office partners with students in developing their care plan based upon their need and documentation provided. A reasonable and appropriate accommodation plan is created for students with psychological, medical, physical, and learning disabilities. Our goal is to ensure legal compliance with state and federal disability law. We advocate for students and facilitate with other departments across campus on the students' behalf. An accommodation letter is emailed to their respective faculty at the beginning of each semester.

Services include but are not limited to alternative location and distraction reduced testing environment, extended time for exams, notetaker, ASL, CART services, alternative format textbooks and instructional materials, audio recording lectures and preferential seating.

Accreditation Standard 4.0- Assessment

4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

A comprehensive plan to assess the attainment of each competency is presented in the Appendix. This section includes a summary of the plan to assess student demonstration of each practice behavior and competency. Tables 4.0.1.1 through 4.1.1.10 demonstrate the measures used to collect data about student performance with regard to these student learning outcomes. The competency benchmarks; the procedures used to assess student demonstration of each practice behavior; the benchmarks for each practice behavior; and the procedure used to assess competency are the same for each practice behavior and competency. Thus, these procedures are described here rather than in the summary tables.

Competency Benchmarks

For each competency, the benchmark at this time is: 90% of students will demonstrate this competency. The benchmark is evaluated yearly and can be adjusted upward when it is met.

Assessment Procedures: Practice Behaviors

Measure 1 is always collected on the basis of student work artifacts assigned and gathered in the classroom setting. These student work artifacts are assessed by faculty using rubrics designed to assess each practice behavior. The rubrics include 5-point Likert scales. Each rating is anchored with a description of the quality of the student work at that level.

Measure 2 is always the Field Instrument. The Field Instrument is used to assess student performance of each practice behavior in the field. Ratings are also assigned on a 5-point Likert scale, described in the instrument.

Practice Behavior Benchmarks

Measure 1: Each student must score a 3 to 5 to be considered to have demonstrated a practice behavior successfully.

Measure 2: Each student must score a 3 to 5 5 to be considered to have demonstrated a practice behavior successfully.

Assessment Procedures: Competencies

Determine the percentage of students who attained the benchmark for each practice behavior. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. If the resulting figure is greater than 90%, the practice behavior was demonstrated. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained.

Table 4.0.1.1: Assessment of Competency 2.1.1

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.1—Identify as a professional social worker and conduct oneself accordingly	90% of students will demonstrate this competency.	Social workers advocate for client access to the services of social work	Measure 1: Rubric 2.1.1a - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1a	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers practice personal reflection and self-correction to assure continual professional development	Measure 1: Rubric 2.1.1b - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1b		
		Social workers attend to professional roles and boundaries	Measure 1: Rubric 2.1.1c - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1c		

Table 4.0.1.1: Assessment of Competency 2.1.1, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
		Social workers demonstrate professional demeanor in behavior, appearance, and communication	Measure 1: Rubric 2.1.1d - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1d		
		Social workers engage in career-long learning	Measure 1: Rubric 2.1.1e - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1e		
		Social workers use supervision and consultation	Measure 1: Rubric 2.1.1f - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1f		

Table 4.0.1.2: Assessment of Competency 2.1.2

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.2 - Apply social work ethical principles to guide professional practice	90% of students will demonstrate this competency.	Social workers recognize and manage personal values in a way that allows professional values to guide practice	Measure 1: Rubric 2.1.2a - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.2a	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	Measure 1: Rubric 2.1.2b - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.2b		

Table 4.0.1.2: Assessment of Competency 2.1.2, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
		Social workers tolerate ambiguity in resolving ethical conflicts	Measure 1: Rubric 2.1.2c - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.2c		
		Social workers apply strategies of ethical reasoning to arrive at principled decisions	Measure 1: Rubric 2.1.2c - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.2c		

Table 4.0.1.3: Assessment of Competency 2.1.3

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.3 - Apply critical thinking to inform and communicate professional judgments	90% of students will demonstrate this competency	Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	Measure 1: Rubric 2.1.3a - rating of Organizational Paper assignments collected in SWK 4010 Measure 2: Field Instrument, 2.1.3a	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers analyze models of assessment, prevention, intervention, and evaluation	Measure 1: Rubric 2.1.3b - rating of Organizational Paper assignments collected in SWK 4010 Measure 2: Field Instrument, 2.1.3b		
		Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Measure 1: Rubric 2.1.3c - rating of Organizational Paper assignments collected in SWK 4010 Measure 2: Field Instrument, 2.1.3c		

Table 4.0.1.4: Assessment of Competency 2.1.4

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.4 - Engage diversity and difference in practice	90% of students will demonstrate this competency	Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Measure 1: Rubric 2.1.4a - rating of Final Integrative Paper assignments collected in SWK 3400 Measure 2: Field Instrument, 2.1.4a	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Measure 1: Rubric 2.1.4b - rating of Final Integrative Paper assignments collected in SWK 3400 Measure 2: Field Instrument, 2.1.4b		
		Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences	Measure 1: Rubric 2.1.4c - rating of Final Integrative Paper assignments collected in SWK 3400 Measure 2: Field Instrument, 2.1.4c		
		Social view themselves as learners and engage those with whom they work as informants	Measure 1: Rubric 2.1.4d - rating of Final Integrative Paper assignments collected in SWK 3400 Measure 2: Field Instrument, 2.1.4d		

Table 4.0.1.5: Assessment of Competency 2.1.5

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.5 - Advance human rights and social and economic justice	90% of students will demonstrate this competency	Social workers understand the forms and mechanisms of oppression and discrimination	Measure 1: Rubric 2.1.5a - rating of Policy Change Proposal assignments collected in SWK 3150 Measure 2: Field Instrument, 2.1.5a	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers advocate for human rights and social and economic justice	Measure 1: Rubric 2.1.5b - rating of Policy Change Proposal assignments collected in SWK 3150 Measure 2: Field Instrument, 2.1.5b		
		Social workers engage in practices that advance social and economic justice	Measure 1: Rubric 2.1.5c - rating of Policy Change Proposal assignments collected in SWK 3150 Measure 2: Field Instrument, 2.1.5c		

Table 4.0.1.6: Assessment of Competency 2.1.6

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.6 - Engage in research-informed practice and practice-informed research	90% of students will demonstrate this competency	Social workers use practice experience to inform scientific inquiry	Measure 1: Rubric 2.1.6a - rating of Research Proposal assignments collected in SWK 4200 Measure 2: Field Instrument, 2.1.6a	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers use research evidence to inform practice	Measure 1: Rubric 2.1.6b - rating of Research Proposal assignments collected in SWK 4200 Measure 2: Field Instrument, 2.1.6b		

Table 4.0.1.7: Assessment of Competency 2.1.7

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.7 - Apply knowledge of human behavior and the social environment	90% of students will demonstrate this competency	Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Measure 1: Rubric 2.1.7a - rating of Final Developmental Analysis Paper assignments collected in SWK 3210 Measure 2: Field Instrument, 2.1.7a	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers critique and apply knowledge to understand person and environment	Measure 1: Rubric 2.1.7b - rating of Final Developmental Analysis Paper assignments collected in SWK 3210 Measure 2: Field Instrument, 2.1.7b		

Table 4.0.1.8: Assessment of Competency 2.1.8

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services	90% of students will demonstrate this competency	Social workers analyze, formulate, and advocate for policies that advance social well-being	Measure 1: Rubric 2.1.8a - rating of Policy Brief and Advocacy Assignment papers collected in SWK 3250 Measure 2: Field Instrument, 2.1.8a	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers collaborate with colleagues and clients for effective policy action	Measure 1: Rubric 2.1.8b - rating of Policy Brief and Advocacy Assignment papers collected in SWK 3210 Measure 2: Field Instrument, 2.1.8b		

Table 4.0.1.9: Assessment of Competency 2.1.9

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.9 - Respond to contexts that shape practice	90% of students will demonstrate this competency	Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Measure 1: Rubric 2.1.9a - rating of Organizational Analysis papers collected in SWK 4010 Measure 2: Field Instrument, 2.1.9a	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Measure 1: Rubric 2.1.9b - rating of Organizational Analysis papers collected in SWK 4010 Measure 2: Field Instrument, 2.1.9b		

Table 4.0.1.10a: Assessment of Competency 2.1.10a

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.10a - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities; Engagement	90% of students will demonstrate this competency	Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	Measure 1: Rubric 2.1.10a1 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10a1	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers use empathy and other interpersonal skills	Measure 1: Rubric 2.1.10a2 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10a2		
		Social workers develop a mutually agreed-on focus of work and desired outcomes	Measure 1: Rubric 2.1.10a3 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10a3		

Table 4.0.1.10b: Assessment of Competency 2.1.10b

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.10b - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities; Assessment	90% of students will demonstrate this competency	Social workers collect, organize, and interpret client data	Measure 1: Rubric 2.1.10b1 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10b1	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers assess client strengths and limitations	Measure 1: Rubric 2.1.10b2 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10b2		
		Social workers develop mutually agreed-on intervention goals and objectives	Measure 1: Rubric 2.1.10b3 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10b3		
		Social select appropriate intervention strategies	Measure 1: Rubric 2.1.10b4 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10b4		

Table 4.0.1.10c: Assessment of Competency 2.1.10c & d

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.10c & d— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities; Intervention and Evaluation	90% of students will demonstrate this competency	Social workers initiate actions to achieve organizational goals	Measure 1: Rubric 2.1.10c1 - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10 c & d	For all measures: Students must score a 3, 4, or 5.	Determine the percentage of students who attained the benchmark for each measure. Average the percentages for Measure 1 and Measure 2 together (equal weight) to obtain the percentage of students demonstrating each practice behavior. Then add the percentage of students demonstrating each practice behavior for a given competency together and divide by the number of practice behaviors comprising that competency. If the resulting figure is greater than 90%, the competency was attained
		Social workers implement prevention interventions that enhance client capacities	Measure 1: Rubric 2.1.10c2 - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10c & d		
		Social workers help clients resolve problems	Measure 1: Rubric 2.1.10c3 - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10c & d		

Table 4.0.1.10c: Assessment of Competency 2.1.10c & d, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Outcome Measure Benchmark	Assessment Procedures: Competency
		Social workers negotiate, mediate, and advocate for clients	Measure 1: Rubric 2.1.10c4 - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10c & d		
		Social workers facilitate transitions and endings	Measure 1: Rubric 2.1.10c5 - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10c & d		
		Social workers critically analyze, monitor, and evaluate interventions	Measure 1: Rubric 2.1.10d - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10c & d		

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

The findings from the assessment of data collected during the 2014-2015 school year are reflected in Tables 4.0.2.1 through 4.0.2.10d. These tables reflect: 1) the proportion of students achieving a rating of a 3 to 5 based on work developed in response to class assignments 2) the proportion of students achieving a rating of 3 to 5 based on ratings using the Field Instrument and 3) the average of these two numbers. In cases where the average of the two numbers is greater than or equal to 90%, the practice behavior was judged to be demonstrated. The percentages of students demonstrating each practice behavior are summed and divided by the number of practice behaviors to determine the percent of student attaining the competency (for instance, if there are four practice behaviors for one competency, the percentages of students achieving each of these practice behaviors would be summed and divided by four). In cases where the percent of student attaining the competency is less than 90%, corrective actions were determined and taken. These actions are described in response to Accreditation Standard 4.0.3, below.

Table 4.0.2.1: Attainment of Competency 2.1.1

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.1—Identify as a professional social worker and conduct oneself accordingly	90% of students will demonstrate this competency	Social workers advocate for client access to the services of social work	Measure 1: Rubric 2.1.1a - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1a	Measure 1: 91.2% Measure 2: 100%	Average: 95.6%. Practice Behavior Demonstrated
		Social workers practice personal reflection and self-correction to assure continual professional development	Measure 1: Rubric 2.1.1b - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1b	Measure 1: 89.7% Measure 2: 100%	Average: 94.8%: Practice Behavior Demonstrated
		Social workers attend to professional roles and boundaries	Measure 1: Rubric 2.1.1c - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1c	Measure 1: 94.1% Measure 2: 98.9%	Average: 96.5%: Practice Behavior Demonstrated

Table 4.0.2.1: Attainment of Competency 2.1.1, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
	90% of students will demonstrate this competency	Social workers demonstrate professional demeanor in behavior, appearance, and communication	Measure 1: Rubric 2.1.1d - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1d	Measure 1: 92.7% Measure 2: 81.1%	Average: 86.9%: Practice Behavior Not Demonstrated
		Social workers engage in career-long learning	Measure 1: Alumni Survey Measure 2: Field Instrument, 2.1.1e	Measure 1: Pending Measure 2: 80.0%	Average: Pending. Determination: Pending
		Social workers use supervision and consultation	Measure 1: Rubric 2.1.1f - rating of Reflective Journals assignment collected in SWK 4220 Measure 2: Field Instrument, 2.1.1f	Measure 1: 91.2% Measure 2: 100%	Average: 95.6%: Practice Behavior Demonstrated
Total:					Average: 93.9%: Competency Attained

Table 4.0.2.2: Attainment of Competency 2.1.2

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.2 - Apply social work ethical principles to guide professional practice	90% of students will demonstrate this competency	Social workers recognize and manage personal values in a way that allows professional values to guide practice	Measure 1: Rubric 2.1.2a - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.2a	Measure 1: 77.8% Measure 2: 100%	Average: 88.9%: Practice Behavior Not Demonstrated
		Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	Measure 1: Rubric 2.1.2b - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.2b	Measure 1: 94.4% Measure 2: 100%	Average: 97.2%: Practice Behavior Demonstrated
		Social workers tolerate ambiguity in resolving ethical conflicts	Measure 1: Rubric 2.1.2c - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.2c	Measure 1: 84.3% Measure 2: 99.2%	Average: 91.8%: Practice Behavior Demonstrated

Table 4.0.2.2: Attainment of Competency 2.1.2, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
	90% of students will demonstrate this competency	Social workers apply strategies of ethical reasoning to arrive at principled decisions	Measure 1: Rubric 2.1.2d - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.2d	Measure 1: 91.7% Measure 2: 98.9%	Average: 95.3%: Practice Behavior Demonstrated
Total					Average: 93.3%: Competency Attained

Table 4.0.1.3: Attainment of Competency 2.1.3

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.3 - Apply critical thinking to inform and communicate professional judgments	90% of students will demonstrate this competency	Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	Measure 1: Rubric 2.1.3a - rating of Organizational Paper assignments collected in SWK 4010 Measure 2: Field Instrument, 2.1.3a	Measure 1: 74.4% Measure 2: 100%	Average: 87.2%: Practice Behavior Not Demonstrated
		Social workers analyze models of assessment, prevention, intervention, and evaluation	Measure 1: Rubric 2.1.3b - rating of Organizational Paper assignments collected in SWK 4010 Measure 2: Field Instrument, 2.1.3b	Measure 1: 80.6% Measure 2: 92.8%	Average: 86.7%: Practice Behavior Not Demonstrated
		Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Measure 1: Rubric 2.1.3c - rating of Organizational Paper assignments collected in SWK 4010 Measure 2: Field Instrument, 2.1.3c	Measure 1: 80.5% Measure 2: 100%	Average: 91.2%: Practice Behavior Demonstrated
Total					Average: 88.4%: Competency Not Attained

Table 4.0.1.4: Attainment of Competency 2.1.4

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.4 - Engage diversity and difference in practice	90% of students will demonstrate this competency	Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Measure 1: Rubric 2.1.4a - rating of Final Integrative Paper assignments collected in SWK 3400 Measure 2: Field Instrument, 2.1.4a	Measure 1: 90.6% Measure 2: 94.7%	Average: 92.6%: Practice Behavior Demonstrated
		Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Measure 1: Rubric 2.1.4b - rating of Final Integrative Paper assignments collected in SWK 3400 Measure 2: Field Instrument, 2.1.4b	Measure 1: 94.9% Measure 2: 97.1%	Average: 96.0%: Practice Behavior Demonstrated
		Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences	Measure 1: Rubric 2.1.4c - rating of Final Integrative Paper assignments collected in SWK 3400 Measure 2: Field Instrument, 2.1.4c	Measure 1: 91.5% Measure 2: 95.2%	Average: 93.4%: Practice Behavior Not Demonstrated

Table 4.0.1.4: Attainment of Competency 2.1.4, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
	90% of students will demonstrate this competency	Social view themselves as learners and engage those with whom they work as informants	Measure 1: Rubric 2.1.4d - rating of Final Integrative Paper assignments collected in SWK 3400 Measure 2: Field Instrument, 2.1.4d	Measure 1: 90.6% Measure 2: 94.7%	Average: 94.6%: Practice Behavior Demonstrated
Total					Average: 94.2%: Competency Attained

Table 4.0.1.5: Attainment of Competency 2.1.5

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.5 - Advance human rights and social and economic justice	90% of students will demonstrate this competency	Social workers understand the forms and mechanisms of oppression and discrimination	Measure 1: Rubric 2.1.5a - rating of Policy Change Proposal assignments collected in SWK 3150 Measure 2: Field Instrument, 2.1.5a	Measure 1: 94.4% Measure 2: 96.6%	Average: 95.5%: Practice Behavior Demonstrated
		Social workers advocate for human rights and social and economic justice	Measure 1: Rubric 2.1.5a - rating of Policy Change Proposal assignments collected in SWK 3150 Measure 2: Field Instrument, 2.1.5a	Measure 1: 92.0% Measure 2: 96.0%	Average: 94.0%: Practice Behavior Demonstrated
		Social workers engage in practices that advance social and economic justice	Measure 1: Rubric 2.1.5a - rating of Policy Change Proposal assignments collected in SWK 3150 Measure 2: Field Instrument, 2.1.5a	Measure 1: 93.1% Measure 2: 96.6%	Average: 94.8%: Practice Behavior Demonstrated
Total					Average: 94.8%: Competency Attained

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Table 4.0.1.6: Attainment of Competency 2.1.6

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.6 - Engage in research-informed practice and practice-informed research	90% of students will demonstrate this competency	Social workers use practice experience to inform scientific inquiry	Measure 1: Rubric 2.1.6a - rating of Research Proposal assignments collected in SWK 4200 Measure 2: Field Instrument, 2.1.6a	Measure 1: 75.0% Measure 2: 93.5%	Average: 84.2%: Practice Behavior Not Demonstrated
		Social workers use research evidence to inform practice	Measure 1: Rubric 2.1.6b - rating of Research Proposal assignments collected in SWK 4200 Measure 2: Field Instrument, 2.1.6b	Measure 1: 75% Measure 2: 94.6%	Average: 84.8%: Practice Behavior Not Demonstrated
Total					Average: 84.1%: Competency Not Attained

Table 4.0.1.7: Attainment of Competency 2.1.7

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.7 - Apply knowledge of human behavior and the social environment	90% of students will demonstrate this competency	Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Measure 1: Rubric 2.1.7a - rating of Final Developmental Analysis Paper assignments collected in SWK 3210 Measure 2: Field Instrument, 2.1.7a	Measure 1: 66.7% Measure 2: 93.3%	Average: 80.0%: Practice Behavior Not Demonstrated
		Social workers critique and apply knowledge to understand person and environment	Measure 1: Rubric 2.1.7b - rating of Final Developmental Analysis Paper assignments collected in SWK 3210 Measure 2: Field Instrument, 2.1.7b	Measure 1: 85.8% Measure 2: 95%	Average: 90.4%: Practice Behavior Demonstrated
Total					Average: 85.2%: Competency Not Attained

Table 4.0.1.8: Attainment of Competency 2.1.8

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services	90% of students will demonstrate this competency	Social workers analyze, formulate, and advocate for policies that advance social well-being	Measure 1: Rubric 2.1.8a - rating of Policy Brief and Advocacy Assignment papers collected in SWK 3250 Measure 2: Field Instrument, 2.1.8a	Measure 1: 93.3% Measure 2: 94.3%	Average: 93.8%: Practice Behavior Demonstrated
		Social workers collaborate with colleagues and clients for effective policy action	Measure 1: Rubric 2.1.8b - rating of Policy Brief and Advocacy Assignment papers collected in SWK 3210 Measure 2: Field Instrument, 2.1.8b	Measure 1: 91.0% Measure 2: 94.4%	Average: 92.7%: Practice Behavior Demonstrated
Total					Average: 93.2%: Competency Attained

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Table 4.0.1.9: Attainment of Competency 2.1.9

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.9 - Respond to contexts that shape practice	90% of students will demonstrate this competency	Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Measure 1: Rubric 2.1.9a - rating of Organizational Analysis papers collected in SWK 4010

Measure 2: Field Instrument, 2.1.9a | Measure 1: 72.2%

Measure 2: 98.9% | Average: 85.6%: Practice Behavior Not Demonstrated |
| | | Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | Measure 1: Rubric 2.1.9b - rating of Organizational Analysis papers collected in SWK 4010

Measure 2: Field Instrument, 2.1.9b | Measure 1: 76.3%

Measure 2: 97.8% | Average: 87.1%: Practice Behavior Not Demonstrated |
| Total | | | | | Average 86.4%: Competency Not Attained |

Table 4.0.1.10a: Attainment of Competency 2.1.10a

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.10a - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities; Engagement	90% of students will demonstrate this competency	Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	Measure 1: Rubric 2.1.10a1 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10a1	Measure 1: 80.6% Measure 2: 100.0%	Average: 90.3%: Practice Behavior Demonstrated
		Social workers use empathy and other interpersonal skills	Measure 1: Rubric 2.1.10a2 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10a2	Measure 1: 78.8% Measure 2: 100.0%	Average: 89.5%: Practice Behavior Demonstrated
		Social workers develop a mutually agreed-on focus of work and desired outcomes	Measure 1: Rubric 2.1.10a3 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10a3	Measure 1: 77.8% Measure 2: 100.0%	Average: 88.9%: Practice Behavior Not Demonstrated
Total					Average: 89.6%: Competency Attained

Table 4.0.1.10b: Attainment of Competency 2.1.10b

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.10b - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities; Assessment	90% of students will demonstrate this competency	Social workers collect, organize, and interpret client data	Measure 1: Rubric 2.1.10b1 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10b1	Measure 1: 79.4% Measure 2: 98.9%	Average: 89.2%: Practice Behavior Not Demonstrated
		Social workers assess client strengths and limitations	Measure 1: Rubric 2.1.10b2 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10b2	Measure 1: 79.4% Measure 2: 98.9%	Average: 89.2%: Practice Behavior Not Demonstrated
		Social workers develop mutually agreed-on intervention goals and objectives	Measure 1: Rubric 2.1.10b3 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10b3	Measure 1: 92.5% Measure 2: 98.9%	Average: 98.7%: Practice Behavior Demonstrated
		Social select appropriate intervention strategies	Measure 1: Rubric 2.1.10b4 - rating of Assessment Paper assignments collected in SWK 4110 Measure 2: Field Instrument, 2.1.10b4	Measure 1: 90.7% Measure 2: 98.9%	Average: 94.8%: Practice Behavior Demonstrated
Total					Average: 93.0%: Competency Attained

Table 4.0.1.10c: Assessment of Competency 2.1.10c & d

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
2.1.10c & d— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities; Intervention and Evaluation	90% of students will demonstrate this competency	Social workers initiate actions to achieve organizational goals	Measure 1: Rubric 2.1.10c1 - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10 c	Measure 1: 96.5% Measure 2: 100.0%	Average: 98.2%: Practice Behavior Demonstrated
		Social workers implement prevention interventions that enhance client capacities	Measure 1: Rubric 2.1.10c2 - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10c	Measure 1: 95.3% Measure 2: 98.9%	Average: 97.1%: Practice Behavior Demonstrated
		Social workers help clients resolve problems	Measure 1: Rubric 2.1.10c3 - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10c	Measure 1: 97.6% Measure 2: 98.9%	Average: 98.5%: Practice Behavior Demonstrated
		Social workers negotiate, mediate, and advocate for clients	Measure 1: Rubric 2.1.10c4 - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10c	Measure 1: 96.5% Measure 2: 98.9%	Average: 97.7%: Practice Behavior Demonstrated

Table 4.0.1.10c: Assessment of Competency 2.1.10c & d, cont.

Competency	Competency Benchmark	Practice Behaviors	Measures	Percent of Students Attaining a Rating of 3 to 5	Average of Results for Measure 1 and Measure 2
	90% of students will demonstrate this competency	Social workers facilitate transitions and endings	Measure 1: Rubric 2.1.10c5 - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10c	Measure 1: 100.0% Measure 2: 98.9%	Average: 99.4%: Practice Behavior Demonstrated
		Social workers critically analyze, monitor, and evaluate interventions	Measure 1: Rubric 2.1.10d - rating of Assessment Paper assignment collected in SWK 4110 Measure 2: Field Instrument, 2.1.10d	Measure 1: 93.9% Measure 2: 97.8%	Average: 95.8%: Practice Behavior Demonstrated
Total for 2.1.10c					Average: 98.2%: Competency Attained
Total for 2.1.10d					Average: 95.8%: Competency Attained
Grand mean for Competency 2.1.10					(89.5% + 98.0% + 98.2% + 95.8%)/4 = 95.4%: Competency 2.1.10 Attained

4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

System for Evaluating Outcomes and Determining Changes

Each summer, all full-time faculty members, Chairs, and the Executive Director of the School of Social Work meet for a full-day retreat. At this retreat, the most recent assessment findings are presented. The group works together to understand the factors related to curriculum and pedagogy that might have contributed to any practice behavior or competency that demonstrates a lower rate of student achievement. At this time, any revisions to the curriculum are discussed. These may include: which classes are offered; in which order they are offered; course pre-requisites; reading material for the courses; activities for the courses; and/or assignments for the courses. In addition, faculty development opportunities are discussed. In some cases, the assessment itself if found to be faulty. The assessment may be done at the wrong time (e.g. too early to reflect students' development) or may be poorly designed, resulting in low reliability. Alternatively, the assignment itself may not adequately reflect the student's competence in the behaviors under consideration. In these cases, the timing of the assessment, the rubric, or the assignment on which the assessment is based may need to be revised. Any major curricular changes (e.g. a class added, removed, or substantively altered) are reviewed by the Undergraduate Curriculum Committee (BSW), the Graduate Affairs Committee (MSW), the Assessment Committee, and the Faculty Senate before November in order to be incorporated in the following year's course catalogue.

Additional Sources of Data

In addition, at the summer retreat, the faculty members discuss the Student Satisfaction Surveys for the year. Student Satisfaction Surveys are done for all students of the School of Social Work and are analyzed separately for BSW, MSW, and DSW programs. In addition, surveys for the George Williams College campus are dis-aggregated if possible based on response rates. In 2015, a separate survey was done for the George Williams College campus due to the low initial response rate from students on this campus. These surveys are used to assist in guiding development of both the curricular and co-curricular programs.

Three additional sources of data are used to help to guide the development of the School of Social Work's programming. The first of these is focus group findings. The School of Social Work Student Intern conducts focus groups with select classes on both the main campus and the GWC campus yearly. The Intern summarizes the findings that emerge from these focus groups in a report that is conveyed to the Chair and Executive Director and is reviewed during the summer retreat. Second, an annual University Alumni Survey has been developed and will be launched in March of 2016. The findings from this survey will also be used to help guide curricular development. Finally, the School of Social Work annually reviews the Association of Social Work Boards' licensure pass rates. In 2015, the first-time pass rate for the Aurora University School of Social Work was 85.0%, whereas the national average pass rate was 82.0%. The total pass rate for that year for Aurora University's School of Social Work was 80.0%, whereas the national average was 71.0%. While the licensure pass rate does not comprise a direct indicator of the preparation of AU's BSW graduates because the licensure test is given after completion of the MSW, a strong foundational preparation at the BSW level is necessary to ensure both success in the MSW program and success on the licensure examination. The licensure test pass rates are thus one indicator of quality of the AU School of Social Work's programs.

Changes Made in Programming

Curricular and Assessment Changes

The four competencies judged as not attained based on the 2014-2015 BSW assessment include:

2.1.3: Apply critical thinking to inform and communicate professional judgments

Data from the Collegiate Learning Assessment +, given yearly at AU, validate the observation that a portion of students struggle with demonstration of critical thinking skills. Of the skills measured by this test, students demonstrate lower performance on the "Problem Solving and Analysis" domain than on any other skill domains tested. Thus, this is a concern not unique to the School of Social Work. Anecdotal observations also suggest that many students are more focused on getting the "right answer," for which they have been rewarded throughout their educational careers, than on demonstration of creativity and curiosity. Nonetheless, enhancement of this set of skills is necessary to prepare social work graduates capable of application of principles of logic, reliance upon scientific evidence, and reasoned decision-making as well as of clear communication of the processes and results of decision-making. In order to both promote critical thinking in students and to allow them to better demonstrate these skills, the assessment of this competency will be moved from SWK 4010 (Organizations and Communities), generally taken in the fall semester of senior year, to SWK 4120 (Integrative Seminar), generally taken in the spring semester of senior year. This allows the students to demonstrate these skills in a class oriented toward integration of prior learning rather than in a class oriented toward development of new knowledge. In addition, the course plan for SWK 4010 will be adjusted in order to allow for more explicit instruction concerning critical thinking skills and opportunity for practice with decision-making. Specifically, greater use of case studies in-class with a focus on "what evidence would you use to guide your decision-making; what would you do; and why" discussion questions will be incorporated in the course. In 2015-2016, data will be collected from both classes and compared to ascertain whether the adjustments are associated with improved student performance.

2.1.6: Engage in research-informed practice and practice-informed research

Careful review of the findings concerning demonstration of practice behaviors and competency for this student learning outcome in light of the structure of the classes in which these skills are taught and reinforced suggests some opportunities for improvement. Specifically, in SWK 4200 and SWK 4300, students are taught primarily how to engage in research. While students' proposed research and individual research projects do emerge from observations and experience, the process of articulation of the connection between proposed research and practice is not emphasized in either classroom discussion or in the final paper. Furthermore, while students do address, in their final papers, the implications of research findings for practice, this element of the paper is relatively de-emphasized. In addition, because the work done in BSW level research classes is most often done outside of internship settings, the implications of the findings of this work for practice may be less evident. In order to both promote development of and measure these skills, a pilot module will be tested in 2015-2016 in the SWK 4300 class. In this module, an in-class activity, students will be given a practice scenario and asked to develop, as a group, research questions emerging from this scenario and examples of research methods that could be applied. Students will then be given a different practice scenario and asked to respond to the same questions, individually, in writing. Second, the class will examine one research article, as a whole, and will discuss together the practice implications of the findings. Afterward, students will be given a different research article and asked to respond to the same questions, individually, in writing. These writing samples will be the basis of the assessment. Ratings based on final research papers in SWK 4200 will also be gathered and compared to the new ratings.

2.1.7: Apply knowledge of human behavior and the social environment

At this time, measurement of this competency occurs in SWK 3210, HBSE I. Upon review, faculty members involved with curriculum development and assessment determined that measurement taken at this point in the curriculum might not be the most accurate portrayal of student achievement. Students in this class are juniors and entering their first year of the social work major. While they have taken pre-requisite courses, they have had only introductory exposure to ecological and systems theories and bio-psycho-social-spiritual models of treatment assessment, planning, delivery, and evaluation. Thus, for the 2015-2016 year, the program will pilot assessment of this competency in SWK 3400, HBSE II, in order to determine whether additional exposure to the curriculum is associated with attainment of the competency by a greater proportion of students.

2.1.9: Respond to contexts that shape practice

Review of the course plan for the course within which this competency is reinforced and assessed, SWK 4010, (Social Work with Communities and Organizations) suggests two potential opportunities for improvement – one with regard to skill development and one with regard to assessment. First, additional practice at judging the impact of changing contexts (including locales, populations, scientific and technological developments, and social trends) on social work service delivery and practice could be built into the class syllabus. This can take the form of vignettes or scenarios reviewed and discussed in small groups with report-out to the class. The State of Illinois has, this year, provided unexpected course discussion material in its failure to pass a budget, resulting in unprecedented hardship across the spectrum of social services. Discussion of the impact of this changing context, which is also occurring in Pennsylvania, and its implications for social service provision and potential responses may help better prepare students to respond to these questions in their written assignments. Furthermore, an examination of the assignment used as the basis of assessment (Organizational Analysis Paper) and the extent to which is it specifically aligned with the practice behaviors measured will be undertaken. If necessary, the assignment will be revised to better allow students to practice and demonstrate these behaviors.

Additional Changes

Additional data gathered via focus groups and the satisfaction survey were reviewed by the Chair and faculty to determine what additional changes, if any, could be made to benefit students in the BSW program. In response to findings presented in these reports (which are available in an Appendix,), the following determinations were made.

BSW students requested more full –time faculty, as well as improved adjunct instruction performance. The School of Social Work was effective in securing permission to search for a full-time tenure track professor in the BSW program. This search is taking place during the Spring 2016 term, and will result in an additional full-time faculty member joining the BSW team in August 2016.

Adjunct instructors were also a concentrated area of focus group responses. Students requested more support and evaluation of adjunct instructors. During the Fall 2015 term, adjunct instructors were given a formal orientation by the Aurora University Dean of Faculty Development, an additional orientation by the School of Social Work, additional workshop on instruction, and invitation to all University Faculty Development presentations. All new adjuncts were observed by the Chair of the BSW program, given written feedback, and support in instruction development. Additional workshops have been offered in the Spring 2016 term, as well.

The School of Social Work displays files which highlight instruction support through the Moodle platform. All faculty may access the materials posted by administration or other faculty when they open this specific Moodle page. Materials to assist an instructor in developing a syllabus, assessment rubrics, and effective group work assignment are included among many other supportive instruction files.

BSW seniors also discussed having difficulty in adjusting to the rigor of the senior year. One focus of this transition is the field instruction requirement, which students requested that it begin in the Junior year. The format for the field instruction courses has not been changed, however, additional opportunities for field instruction advising have been given.

BSW Students also requested more instruction on self-care techniques. Aurora University Wellness Center offers periodic therapeutic activities for all students. The School of Social Work and the Social Work Association promote these events. Also, individual instructors introduce mindfulness practice, and cognitive behavioral therapy techniques in senior year courses to instruct students on effective interventions for client populations as well as for their own well-being as social workers.

4.0.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.

Form AS 4 (B) for the 2014-2015 School of Social Work Assessment Findings is posted on the School of Social Work webpage (http://www.aurora.edu/academics/colleges-schools/social-work/assessment.html#.Vuh_UuYc4Xg) and on page 124 of Volume I of this self-study.

AURORA UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED MARCH, 2016

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	Students will score a 3 or higher on ratings of practice behaviors (six practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting six percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	**93.9% of students attained the competency.**
Apply Ethical Principles	Students will score a 3 or higher on ratings of practice behaviors (four practice behaviors in total). Performance with regard to	**93.3% of students attained the competency.**

	each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting four percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	
Apply Critical Thinking	Students will score a 3 or higher on ratings of practice behaviors (three practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting three percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	**88.4% of students attained the competency.**
Engage Diversity in Practice	Students will score a 3 or higher on ratings of practice behaviors (four practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting four percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	**94.2% of students attained the competency.**
Advance Human Rights/ Social and Economic Justice	Students will score a 3 or higher on ratings of practice behaviors (three practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting three percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is	**94.8% of students attained the competency.**

	90%.	
Engage Research Informed Practice/ Practice Informed Research	Students will score a 3 or higher on ratings of practice behaviors (two practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting two percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	**84.1% of students attained the competency.**
Apply Human Behavior Knowledge	Students will score a 3 or higher on ratings of practice behaviors (two practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting two percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	**85.2% of students attained the competency.**
Engage Policy Practice to Advance Well- Being and Deliver Services	Students will score a 3 or higher on ratings of practice behaviors (two practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting two percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	**93.2% of students attained the competency.**
Respond to Practice Contexts	Students will score a 3 or higher on ratings of practice behaviors (two practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting two	**86.4% of students attained the competency.**

	percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	
Practice Engagement	Students will score a 3 or higher on ratings of practice behaviors (three practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting three percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	**89.6% of students attained the competency.**
Practice Assessment	Students will score a 3 or higher on ratings of practice behaviors (four practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting four percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	**93.0% of students attained the competency.**
Practice Intervention	Students will score a 3 or higher on ratings of practice behaviors (five practice behaviors in total). Performance with regard to each practice behavior is measured in two contexts. Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for each practice behavior. The resulting five percentage values (one for each practice behavior) are averaged to determine the percent of students attaining the competency. The competency benchmark is 90%.	**98.2% of students attained the competency.**
Practice Evaluation	Students will score a 3 or higher on ratings of practice behaviors (one practice behavior in total). Performance with regard to the practice behavior is measured in two contexts.	**95.8% of students attained the competency.**

	Percent of students earning a 3 or higher for context one and percent of students earning a 3 or higher for context two are averaged for the practice behavior. The competency benchmark is 90%.	

4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.

Appendix 1: CSWE Competency Instrumental Rubrics
Bachelor of Social Work

SWK4210: Field Instruction I
Benchmarking Competency 2.1.1 - Identify as a professional social worker and conduct one-self accordingly.
Assignments: Reflective Journals
Educational Policy 2.1.1 – Social workers serve as representatives of the profession, its mission and its core values. Social workers know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.
Practice Behaviors

2.1.1(a) Advocate for client access to the services of social work.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not identify need for social work services and did not advocate for client access to services of social work.	Student identified need for social work services but did not advocate for client access to services of social work.	Student identified need for social work services and advocated for client access at a minimal level.	Student identified need for social work services and advocated for client access at a moderate level.	Student identified need for social work services and actively advocated for client access to social work services.

2.1.1(b) Practice personal reflection and self-correction to assure continual professional development.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not use supervisor/ professor feedback to complete self-assessment to identify areas of strength and weakness of practice performance and did not identify plans for making future improvements.	Student minimally used supervisor/ professor feedback to complete self-assessment to identify areas of strength and weakness of practice performance but did not identify plans for making future improvements.	Student regularly used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness but did not identify plans for making future improvements.	Student used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness, identified ways to improve current performance but did not make plans for future improvements.	Student used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness, identified ways to improve current performance and made plans for future improvements.

2.1.1 (c) Attend to professional roles and boundaries.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not establish clear professional boundaries and did not make the client's interests the primary focus.	Student established weak professional boundaries and had difficulty making the client's interest the primary focus.	Student established average professional boundaries and made the client's interest the primary focus.	Student established strong professional boundaries and made the client's interest the primary focus.	*Previous box plus developed a relationship with the client that is characterized by collaborative problem solving and mutuality without blurring the boundaries of the relationship or obscuring the purpose of one's work.

2.1.1 (d) Demonstrate professional demeanor in behavior, appearance, and communication.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not demonstrate professional demeanor in behavior, appearance and communication.	Student minimally demonstrated professional demeanor in behavior, appearance and communication.	Student demonstrated acceptable professional demeanor in behavior, appearance, and communication.	Student demonstrated strong professional demeanor in behavior, appearance, and communication.	Previous box plus student demonstrated exceptional ability to integrate fully into the practice setting.

2.1.1 (f) Use supervision and consultation.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not effectively	Student was weak in	Student was average	Student was strong in	Student was exceptional in

use supervision and consultation.	using supervision and consultation.	in using supervision and consultation.	using supervision and consultation.	using supervision and consultation.

SWK4220: Field Instruction II
Benchmarking Competency 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.
Assignments: Reflective Journals
Educational Policy 2.1.1 – Social workers serve as representatives of the profession, its mission and its core values. Social workers know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.
Practice Behaviors
2.1.1(a) Advocate for client access to the services of social work.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not identify need for social work services and did not advocate for client access to services of social work.	Student identified need for social work services but did not advocate for client access to services of social work.	Student identified need for social work services and advocated for client access at a minimal level.	Student identified need for social work services and advocated for client access at a moderate level.	Student identified need for social work services and actively advocated for client access to social work services.

2.1.1(b) Practice personal reflection and self-correction to assure continual professional development.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not use supervisor/ professor feedback to complete self-assessment to identify areas of strength and weakness of practice performance and did not identify plans for making future improvements.	Student minimally used supervisor/ professor feedback to complete self-assessment to identify areas of strength and weakness of practice performance but did not identify plans for making future improvements.	Student regularly used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness but did not identify plans for making future improvements.	Student used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness, identified ways to improve current performance but did not make plans for future improvements.	Student used supervisor/ professor feedback to complete self-assessment, identified areas of strengths and weakness, identified ways to improve current performance and made plans for future improvements.

2.1.1 (c) Attend to professional roles and boundaries.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not establish clear professional boundaries and did not make the client's interests the primary focus.	Student established weak professional boundaries and had difficulty making the client's interest the primary focus.	Student established average professional boundaries and made the client's interest the primary focus.	Student established strong professional boundaries and made the client's interest the primary focus.	*Previous box plus developed a relationship with the client that is characterized by collaborative problem solving and mutuality without blurring the boundaries of the relationship or obscuring the purpose of one's work.

2.1.1 (d) Demonstrate professional demeanor in behavior, appearance, and communication.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not demonstrate professional demeanor in behavior, appearance and communication.	Student minimally demonstrated professional demeanor in behavior, appearance and communication.	Student demonstrated acceptable professional demeanor in behavior, appearance, and communication.	Student demonstrated strong professional demeanor in behavior, appearance, and communication.	Previous box plus student demonstrated exceptional ability to integrate fully into the practice setting.

2.1.1 (f) Use supervision and consultation.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not effectively use supervision and consultation.	Student was weak in using supervision and consultation.	Student was average in using supervision and consultation.	Student was strong in using supervision and consultation.	Student was exceptional in using supervision and consultation.

SWK4110: Social Work with Individuals and Families
Benchmarking Competency 2.1.2 - Apply social work ethical principles to guide professional practice.
Assignments: Assessment Paper
Educational Policy 2.1.2 – Social workers have an obligation to conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.
Practice Behaviors
2.1.2 (a) Social workers recognize and manage personal values in a way that allows professional values to guide practice.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no recognition of how to manage personal values.	Student has a minor knowledge of how to present his/her personal values that allows professional values to guide practice.	Student presents several examples of how to present his/her personal values in ways that allow professional values to guide practice.	Student presents many examples of how to present his/her personal values in ways that allow professional values to guide practice.	*Previous box plus application of how his/her personal values guided his/her professional values to guide practice.

2.1.2 (b) Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Schools of Social Work Ethics in Social Work, Statement of Principles.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no knowledge or awareness of ethical decision-making.	Student presents minor knowledge and self-awareness of ethical decision-making.	Student presents several examples on having knowledge and self-awareness of ethical decision-making.	Student presents many examples on having knowledge and self-awareness of ethical decision-making.	*Previous box plus application on knowledge and self-awareness of ethical decision-making.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student cannot tolerate any ambiguity in resolving ethical dilemmas.	Student has minor tolerance regarding ambiguity in resolving ethical dilemmas.	Student has moderate tolerance regarding ambiguity in resolving ethical dilemmas.	Student has major tolerance regarding ambiguity in resolving ethical dilemmas.	*Previous box plus examples of application of resolving ethical dilemmas.

2.1.2 (c) Social workers tolerates ambiguity in resolving ethical conflicts.

2.1.2 (d) Social workers apply strategies of ethical reasoning to arrive at principled decisions.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application

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Student did not apply strategies of ethical reasoning to arrive at principled decisions.	Student applied a strategy of ethical reasoning to arrive at principled decisions.	Student applied several strategies of ethical reasoning to arrive at principled decisions.	Student applied some strategies of ethical reasoning to arrive at principled decisions.	Student applied many strategies of ethical reasoning to arrive at principled decisions.

SWK4010: Social Work with Communities and Organizations
Benchmarking Competency 2.1.3 - Apply critical thinking to inform and communicate professional judgments.
Assignments: Organizational Paper
Educational Policy 2.1.3 – Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.
Practice Behaviors
2.1.3 (a) Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not distinguish, appraise, or integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Student distinguishes, and appraises several sources of knowledge, including research-based knowledge, and practice wisdom in general terms.	Student distinguishes, and appraises multiple sources of knowledge, including research-based knowledge, and practice wisdom in detail.	Student is able to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	*Previous box plus thorough analysis such that organization & interpretation(s) clearly follow from data collection.

2.1.3 (b) Social workers analyze models of assessment, prevention, intervention, and evaluation.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not analyze models of assessment, prevention, intervention, and evaluation in understanding organizational practice.	Student is able to analyze one of the following: models of assessment, prevention, intervention, or evaluation in understanding organizational practice.	Student is able to analyze and apply two of the following: models of assessment, prevention, intervention, or evaluation in understanding organizational practice.	Student is able to analyze and apply three of the following: models of assessment, prevention, intervention, or evaluation in understanding organizational practice.	Student is able to analyze and apply all of the following: models of assessment, prevention, intervention, or evaluation in understanding organizational practice.

2.1.3 (c) Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student displays weak communication in analyzing a social service organization and proposing a program. Weak content and stylistically weak.	Student displays weak communication in analyzing a social service organization and proposing a program. Adequate content, but stylistically weak.	Student displays average communication in analyzing a social service organization and proposing a program. Adequate content, and stylistically average.	Student displays strong communication in analyzing a social service organization and proposing a program. Above average content, and stylistically average.	Student displays exceptional communication in analyzing a social service organization and proposing a program. Above average content, and stylistically above average.

SWK 3400: HBSE II Adult Lifespan
Benchmarking Competency 2.1.4 - Engage diversity and difference in practice.

Assignment: Final Integrative Paper

Educational Policy 2.1.4: Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. In addition, social workers understand the dimensions of diversity as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Practice Behaviors
2.1.4 (a) Social worker recognizes the extent to which a culture's structures and values may oppress marginalize, alienate, or create or enhance privilege and power.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no recognition of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Student has a minor knowledge of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Student presents several examples of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Student presents many examples of how cultures oppress, marginalize, alienate, or create or enhance privilege and power.	Completion of previous descriptor as well as application to own professional and personal experiences.

2.1.4 (b) Social worker gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no self-awareness of how to eliminate the influence of personal biases and values in working with diverse groups.	Student presents minor self-awareness of how to eliminate the influence of personal biases and values in working with diverse groups.	Student presents several examples on self-awareness of how to eliminate the influence of personal biases and values in working with diverse groups.	Student presents many examples on self-awareness of how to eliminate the influence of personal biases and values in working with diverse groups.	Completion of previous descriptor as well as application to own professional and personal experiences.

2.1.4 (c) Social worker recognizes and communicates their understanding of the importance of difference in shaping life experiences.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no understanding of the importance of difference in shaping life experiences.	Student presents minor understanding of the importance of difference in shaping life experiences.	Student presents several examples on understanding the importance of difference in shaping life experiences.	Student presents many examples on understanding the importance of difference in shaping life experiences.	Completion of previous descriptor as well as application to own professional and personal experiences.

2.1.4 (d) Social workers view themselves as learners and engage those with whom they work as informants.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not present himself/herself as a learner as the student did not show how he/she engaged with clients that allowed clients to be informants.	Student presented himself/herself as a learner as the student minimally showed how he/she engaged with clients that allowed clients to be informants.	Student presented himself/herself as a learner as the student regularly showed how he/she engaged with clients that allowed clients to be informants.	Student presented himself/herself as a learner as the student provided many examples that showed how he/she engaged with clients that allowed clients to be informants.	Completion of previous descriptor as well as provided research from scholarly articles to demonstrate he/she is a learner.

SWK3150: Social Work Institutions and Policy
Benchmarking Competency 2.1.5 - Advance human rights and social and economic justice.
Assignments: Policy Change Proposal

Educational Policy 2.1.5 – Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behaviors

2.1.5(a) Social worker understands how oppression and discrimination affects the agency, community and clients.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no understanding of how oppression and discrimination affects the agency, community and clients.	Student has a minor understanding of how oppression and discrimination affects the agency, community and clients.	Student presents several examples of how oppression and discrimination affects the agency, community and clients.	Student presents many examples of how of how oppression and discrimination affects the agency, community and clients.	Student presents exceptional examples of how oppression and discrimination affects the agency, community and clients/consumers.

2.1.5 (b) Social worker advocates for human rights and social and economic justice.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no ability in advocating for human rights and social and economic justice.	Student has a limited ability to advocate for human rights and social and economic justice.	Student has shown several examples of how to advocate for human rights, social justice, and economic justice.	Student has shown many examples of how to advocate for human rights, social justice, and economic justice.	Student has shown exceptional examples of how to advocate for human rights, social justice, and economic justice.

2.1.5 (c) Social worker engages in practices that advance social and economic justice and human rights for clients/consumers and communities.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no recognition of how to engage in practices that advance social justice, economic justice, and human rights for clients.	Student has a minor knowledge of how to engage in practices that advance social justice, economic justice, and human rights for clients.	Student presents several examples of how to engage in practices that advance social justice, economic justice, and human rights for clients.	Student presents many examples of how to engage in practices that advance social justice, economic justice, and human rights for clients.	Student presents exceptional examples of how to engage in practices that advance social justice, economic justice, and human rights for clients.

SWK 4200: Research I

Benchmarking Competency 2.1.6 - Engage in research-informed practice and practice-informed research.

Assignments: Research Proposal

Educational Policy 2.1.6: Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behaviors

2.1.6(a) Social workers use practice experience to inform scientific inquiry.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The student does not identify how practice experience informs the need for or significance of the research. The student does not present evidence in the literature of the need for scientific inquiry about the selected topics. The	The student asserts the need for research but does not support the need for the research with practice experience or evidence of the state of need of the population under study. The literature review provides citations supporting	The student provides a justification for the study based on practice experience and a review of the research that suggest the research questions are unanswered, or does not have the supported empirical evidence of need or of the assertion that evidence-based practice is not firmly established or	The student justifies the need for the study given practice experience and empirical evidence of need but may not clearly define the ways in which the literature does not provide sufficient empirical validation of evidence-based	The introduction section of the proposal presents a strong justification of need for and significance of research; supported by empirical evidence presented in the literature review of the need for the study. The

methodology suggested is infeasible or will not provide evidence to inform policy and programmatic decision-making or inform clinical practice.	the research but does not provide empirical evidence. The methodology might inform answers to some but not all of the research questions or would be extremely costly or time consuming to implement.	evaluated for the population under study. The methodology is feasible but the connection between the methods and the answers to the research questions may not be clearly drawn.	practice (or does not provide such evidence for the population under study). The methodology is feasible and the connection between the methodology and the answers to the research questions is clearly drawn.	methodology presents a scientifically rigorous and practicable way to establish data upon which to base conclusions about the research questions.

2.1.6 (b) Social workers use research evidence to inform practice.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
The literature review does not provide evidence about the state of evidence-based practice with identified populations. The conclusion of the proposal does not identify implications for policy or program development or for clinical practice of potential findings of the proposed study.	The literature review may provide references but does not provide a synopsis of empirically based literature related to evidence-based practice to meet the identified bio-psycho-social needs of the population under consideration. The summary includes implications but does not comprehensively address policy, programs and practice as applicable. Respondent does not consider micro, mezzo, and macro levels.	The literature review contains empirical evidence of best practice with the identified population but may not be comprehensive and offer a summary/synopsis of the state of evidence-based practice that includes an evaluation of quality of the evidence available. The conclusion may include references to policy, programmatic, or practice implications but does not address all the applicable domains and does not consider significance of the research at micro, mezzo and macro levels.	The literature provides a review of evidence-based practice but may not take into consideration methodological limitations of reviewed studies that limit their measurement, internal, or external validity. The final section of the research paper suggest relevant implications for policy, programs, and/or practice as appropriate are considered, but not all relevant implications at micro/mezzo/macro levels may be represented.	The literature review identifies current state of evidence-based practice with the populations selected as focus for the research. The reviewer considers the quality of the available information in drawing conclusions. The final section of the research proposal presents implications of potential findings associated with the proposed study; realms of practice including policy and programmatic development and implications for clinical practice are presented and explored as appropriate. Respondent considers all relevant implications at micro, mezzo and macro levels.

SWK 3210: HBSE I: Infancy to Adolescence
Benchmarking Competency 2.1.7 - Apply knowledge of human behavior and the social environment.
Assignments: Final Developmental Analysis Paper
Educational Policy 2.1.7: Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.
Practice Behaviors
2.1.7 (a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application

Student did not name, assess, intervene or evaluate any client's strengths.	Student assessed, intervened, and evaluated one client strength and limitation.	Student assessed, intervened, and evaluated two client strengths and limitations.	Student identified, assessed, and intervened three or more client strengths and limitations.	*Previous box plus demonstrated how strengths and limitations might be utilized in assessment, intervention, and evaluation goals.

2.1.7 (b) Social workers analyze and apply knowledge to understand person and environment.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not describe any aspect of client participation in development of goals and objectives.	Student described in general terms that client participated in development of goals and objectives.	Student described the ways that client participated in development of goals and objectives.	Student described the ways that client participated and the content of the participation in development of goals and objectives.	*Previous box plus demonstrated how strengths and limitations might be utilized in intervention goals.

SWK 3150: Social Welfare: Institutions and Policies
Benchmarking Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Assignments: Policy Brief and Advocacy Assignment
Educational Policy 2.1.8 – Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.
Practice Behaviors

2.1.8 (a) Social workers analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no recognition of how to analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.	Student has a minor knowledge of how to analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.	Student presents several examples of how to analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.	Student presents many examples of how to analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.	Student presents exceptional examples of how to analyze, formulate, and advocate for policies that advance client/consumer and/or community well-being.

2.1.8 (b) Social workers collaborate with colleagues and clients/consumers for effective policy action.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student presents no recognition of how to collaborate with colleagues and clients/ consumers for effective policy action.	Student has a minor knowledge of how to collaborate with colleagues and clients/ consumers for effective policy action.	Student presents several examples of how to collaborate with colleagues and clients/ consumers for effective policy action.	Student presents many examples of how to collaborate with colleagues and clients/ consumers for effective policy action.	Student presents exceptional examples of how to collaborate with colleagues and clients/ consumers for effective policy action.

SWK 4010: Social Work with Communities and Organizations
Benchmarking Competency 2.1.9 - Respond to contexts that shape practice.

Assignments: Organizational Analysis Paper
Educational Policy 2.1.9 – Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.
Practice Behaviors
2.1.9 (a) Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not address how changing locales, populations, scientific and technological developments, and emerging societal trends affect service delivery at their organization.	Student describes in general terms the issues of changing locales, populations, scientific and technological developments, **or** emerging societal trends affecting service delivery at their organization.	Student describes in detail the issues of changing locales, populations, scientific and technological developments, **or** emerging societal trends affecting service delivery at their organization.	Student describes in detail the issues of changing locales, populations, scientific and technological developments, **and** emerging societal trends affecting service delivery at their organization.	*Previous box plus thorough analysis such that organization and interpretation(s) clearly follow from data collection.

2.1.9 (b) Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not name ways to promote sustainable changes in service deliver or ways to improve quality of social services.	Student mentioned one way to promote sustainable changes in service deliver or ways to improve quality of social services.	Student identified and assessed for two ways to promote sustainable changes in service deliver or ways to improve quality of social services.	Student identified and assessed for three or more ways to promote sustainable changes in service deliver or ways to improve quality of social services.	*Previous box plus demonstrated critical thinking in addressing all systems involved in an effective social service organization.

SWK 4110: Social Work with Individuals and Families
Benchmarking Competency 2.1.10(a-b) - Engage and assess with individuals, families, groups, organizations, and communities.
Assignments: Assessment Paper
Educational Policy 2.1.10 – Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying evidenced-based interventions designed to achieve client goals, using research and technological advances, and promoting social and economic justice.
Practice Behaviors
2.1.10 (a1) Substantively and affectively prepare for action with groups.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student is unable to describe how to prepare affectively for action with identified client system.	Student displays weak ability to describe how to prepare affectively for action with identified client system.	Student displays moderate ability to describe how to prepare affectively for action with identified client system.	Student displays strong ability to describe how to prepare affectively for action with identified client system.	*Previous box plus thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

2.1.10 (a2) Use empathy and interpersonal skills.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student is unable to	Student displays weak	Student displays	Student displays	*Previous box plus thorough

| describe empathic understanding or appropriate interpersonal skills in interaction with client system. | ability to describe empathic understanding or appropriate interpersonal skills in interaction with client system. | moderate ability to describe empathic understanding and basic interpersonal skills in interaction with client system. | strong ability to describe empathic understanding and advanced interpersonal skills in interaction with client system. | analysis such that organization and interpretation(s) clearly follow from data and demonstrate above average critical thinking. |

2.1.10 (a3) Develop a mutually agreed-on focus of work and desired outcomes.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not describe how to develop appropriately a mutually agreed-on focus of work and desired outcomes in interaction with client system.	Student weakly described in general terms how to develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	Student moderately described how to develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	Student strongly elaborated on how to develop a mutually agreed-on focus of work and desired outcomes in interaction with client system.	*Previous box plus thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

2.1.10 (b1) Collect, organize and interpret client data.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not collect, organize, and interpret client data in interaction with client system.	Student weakly demonstrated ability to collect, organize, and interpret client data in interaction with client system.	Student moderately demonstrated ability to collect, organize, and interpret client data in interaction with client system.	Student strongly demonstrated ability to collect, organize, and interpret client data in interaction with client system.	*Previous box plus thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

2.1.10 (b2) Assess client strengths and limitations.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
	Student weakly demonstrated ability to assess client system strengths and limitations.	Student moderately demonstrated ability to assess client system strengths and limitations.	Student strongly demonstrated ability to assess client system strengths and limitations.	*Previous box plus thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

2.1.10 (b3) Develop mutually agreed-on interventions goals and objectives.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not develop mutually agreed-on intervention goals and objectives with the client system.	Student weakly demonstrated ability to develop mutually agreed-on intervention goals and objectives with the client system.	Student moderately demonstrated ability to develop mutually agreed-on intervention goals and objectives with the client system.	Student strongly demonstrated ability to develop mutually agreed-on intervention goals and objectives with the client system.	*Previous box plus thorough analysis such that organization & interpretation(s) clearly follow from data and demonstrate above average critical thinking.

2.1.10 (b4) Select appropriate intervention strategies.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application

Student did not select appropriate intervention strategies to affect change in the client system.	Student weakly demonstrated ability to select appropriate intervention strategies to affect change in the client system.	Student moderately demonstrated ability to select appropriate intervention strategies to affect change in the client system.	Student strongly demonstrated ability to select appropriate intervention strategies to affect change in the client system.	*Previous box plus thorough analysis such that organization and interpretation(s) clearly follow from data and demonstrate above average critical thinking.

SWK 4120: Integrative Seminar (Spring Semester)
Benchmarking Competency 2.1.10(c-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Assignments: Final Paper

Educational Policy 2.1.10 – Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes: identifying, analyzing, and implementing evidenced-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Practice Behaviors
2.1.10 (c1) Initiate actions to achieve organizational goals.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student did not describe how to initiate action to achieve organizational goals.	Student weakly demonstrated ability to initiate action to achieve organizational goals.	Student moderately demonstrated ability to initiate action to achieve organizational goals.	Student Strongly demonstrated ability to initiate action to achieve organizational goals.	*Previous box plus thorough analysis such that organization and interpretation(s) clearly follow from data and demonstrate above average critical thinking.

2.1.10 (c2) Implement prevention interventions that enhance client capacities.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student proposed strategies were not appropriate to implement prevention interventions that enhance the capacity of the client system.	Student demonstrates beginning-level clinical insight to propose prevention interventions that enhance the capacity of the client system.	Student demonstrates good basic skills to propose prevention interventions that enhance the capacity of the client system.	*Previous box plus student demonstrates advanced skills to propose prevention interventions that enhances the capacity of the client system.	*Previous box plus student addressed all components of the assignment criteria at an advanced level. Intervention strategies clearly demonstrated as defined in theoretical terms.

2.1.10 (c3) Help clients resolve problems.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student proposes inappropriate ways to help client resolve problems.	Student demonstrates beginning-level clinical skills in proposing interventions to help client resolve problems.	Student demonstrates good basic skills in proposing interventions to help client resolve problems.	*Previous box plus student demonstrates advanced skills in proposing interventions to help client resolve problems.	*Previous box plus student addressed all components of the assignment criteria at an advanced level. Intervention strategies clearly demonstrated as defined in the theoretical terms.

2.1.10 (c4) Negotiate, mediate, and advocate for clients.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not describe how to negotiate, mediate, and advocate for the client system.	Student demonstrates beginning level clinical skills in describing how to negotiate, mediate, and advocate for the client system.	Student demonstrates good basic skills in describing how to negotiate, mediate, and advocate for the client system.	*Previous box plus student demonstrates advanced skills in describing how to negotiate, mediate, and advocate for the client system.	*Previous box plus student addressed all components of the assignment criteria at an advanced level. Intervention strategies clearly demonstrated as defined in the theoretical terms.

2.1.10 (c5) Facilitate transitions and endings.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not describe how to facilitate properly transitions and endings with the client system.	Student demonstrates beginning level clinical skills in describing how to facilitate properly transitions and endings with the client system.	Student demonstrates good basic skills in describing how to facilitate properly transitions and endings with the client system.	*Previous box plus student demonstrates advanced skills in describing how to facilitate properly transitions and endings with the client system.	*Previous box plus student addressed all components of the assignment criteria at an advanced level. Intervention strategies clearly demonstrated as defined in the theoretical terms.

2.1.10 (d) Critically analyze, monitor, and evaluate interventions.

1 – Not Yet Demonstrated	2 – Beginning to Emerge	3- Developing in Application	4 – Competent in Application	5 – Exceptional in Application
Student does not critically analyze, monitor, and evaluate interventions.	Student demonstrates beginning level clinical skills in critically analyzing, monitoring, and evaluating interventions.	Student demonstrates good basic skills in critically analyzing, monitoring, and evaluating interventions.	*Previous box plus student demonstrates advanced skills in critically analyzing, monitoring, and evaluating interventions.	*Previous box plus student addressed all components of the assignment criteria at an advanced level. Intervention strategies clearly demonstrated as defined in the theoretical terms.

Appendix 2: Field Learning Agreement

SCHOOL OF SOCIAL WORK
FIELD INSTRUCTION PROGRAM
**STUDENT/FIELD INSTRUCTOR
LEARNING AGREEMENT for BSW
and <u>Foundation</u> MSW Placements**

This document must be completed and turned in during the student's **<u>first 75 hours</u>** of internship.

Student Name:

_____

Email Address: _____ **Phone:** _____

Date Learning Agreement Completed: _____

Primary MSW Field Instructor Name: _____

Agency Name: _____

Please check level of internship:

	BSW- 450 hours			MSW Foundation- 450 hours
	BSW- Addictions 500 hours			MSW Foundation/Addictions- 500 hours

<u>Instructions:</u>

Write or type student learning experiences within the table below. **<u>A learning activity is needed for each practice behavior under each competency area</u>**. Recording the same learning activity for different practice behaviors is permitted. Each practice behavior requires a learning activity within the internship. Please indicate the timeframe of the learning experience and which of the Core Competencies listed below will be taught through each experiences.

Social Work Competencies and Practice Behaviors

2.1.1 Professional Identity	Learning Activities within the internship	Anticipated date of learning activity
Social workers advocate for client access to the services of social work		
Social workers practice personal reflection and self-correction to assure continual professional development		
Social workers attend to professional roles and boundaries		
Social workers demonstrate professional demeanor in behavior, appearance and communication		
Social workers engage in career-long learning		
Social workers use supervision and consultation		

2.1.2 Ethical Practice	Learning Activities within the internship	Anticipated date of learning activity
Social workers recognize and manage personal values in a way that allows professional values to guide practice		
Social workers make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the International Federation of Social Workers/International Association of Social Work Ethics in Social Work, Statement of Principles		
Social workers tolerate ambiguity in resolving ethical conflicts		
Social workers apply strategies of ethical reasoning to arrive at principled decisions		

2.1.3 Critical Thinking	Learning Activities within the internship	Anticipated date of learning activity

Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom		
Social workers analyze models of assessment, prevention, intervention, and evaluation		
Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues		

2.1.4 Diversity in Practice	**Learning Activities within the internship**	**Anticipated date of learning activity**
Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		
Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		
Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences		
Social workers view themselves as learners and engage with whom they work as informants		

2.1.5 Human Rights & Justice	**Learning Activities within the internship**	**Anticipated date of learning activity**
Social workers understand the forms and mechanisms of oppression and discrimination		
Social workers advocate for human rights and social and economic justice		
Social workers engage in practice that advance social and economic justice		

2.1.6 Research Based Practice	**Learning Activities within the internship**	**Anticipated date of learning activity**

Social workers use practice experience to inform scientific inquiry		
Social workers use research evidence to inform practice		

2.1.7 Human Behavior	**Learning Activities within the internship**	**Anticipated date of learning activity**
Social workers utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation		
Social workers critique and apply knowledge to understand person and environment		

2.1.8 Policy Practice	**Learning Activities within the internship**	**Anticipated date of learning activity**
Social workers analyze, formulate, and advocate for policies that advance social well-being		
Social workers collaborate with colleagues and clients for effective policy action		

2.1.9 Practice Contexts	**Learning Activities within the internship**	**Anticipated date of learning activity**
Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services		
Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		

2.1.10 Engage, Assess, Intervene, Evaluate	Learning Activities within the internship	Anticipated date of learning activity
Engagement		
Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities		
Social workers use empathy and other interpersonal skills		
Social workers develop a mutually agreed upon focus of work and desired outcomes		
Assessment		
Social workers collect, organize, and interpret client data		
Social workers assess client strengths and limitations		
Social workers develop mutually agreed-on intervention goals and objectives		
Social workers select appropriate intervention strategies		
Intervention		
Social workers initiate actions to achieve organizational goals		
Social workers implement prevention interventions that enhance client capacities		
Social workers help clients resolve problems		
Social workers negotiate, mediate, and advocate for clients		
Social workers facilitate transitions and endings		
Evaluation		
Social workers critically analyze, monitor, and evaluate interventions		

Additional comments regarding this learning agreement:

Student Signature/date: _____

MSW Field Supervisor Signature/date: _____

Completed learning agreements must be reviewed with field liaison and submitted to the Director of Field Instruction at Aurora University (Aurora Campus students) or to the Field Coordinator (George Williams Campus students).

Updated 5/26/15

Appendix 3: Field Evaluation

SCHOOL OF SOCIAL WORK

AURORA CAMPUS & GEORGE WILLIAMS CAMPUS

Field Instruction

BSW Semester Evaluation Form

Spring Semester 2016

(due 5/5/16 or at completion of required semester hours)

This form is required for student to receive course credit in Field Instruction. Please complete form with your site supervisor, scan it and send to your field liaison. Your field liaison will review and email it to sswfield@aurora.edu . Only evaluations submitted by your field liaison will be accepted into sswfield. Please keep a copy for yourself.

Student Name_____ Student Email: _____

Internship Level: ☐ BSW

Student currently enrolled in Field Instruction Course:

☐ SWK 4210 ☐ SWK 4220

Total Hours Completed this Semester: _____

Total Hours Completed to date:_____

Recommended Semester Grade: ☐ Credit ☐ No Credit

(please write detailed narrative if No Credit is selected.)

MSW Field Instructor Name: _____

Internship Site: _____

This evaluation has been completed through cooperative supervision between social work student intern and MSW field instructor.

Signature of Student Intern: _____ Date: _____

Signature of MSW Field Instructor:_____ Date:_____

INSTRUCTIONS : In the spaces provided after each competency, the student will rate their progress in the internship and the field instructor will also rate the student's progress. Please write a numerical value into each box. Note the rating scale has been changed and no longer reflects the skills from previous evaluation tools.

The objectives that are specified in this evaluation form are those established by the Council on Social Work Education, the national accrediting organization for schools of social work. EPAS 2008 outlines 10 Core Competencies for which students must be evaluated. Under each objective statement are several items for you to rate according to the following criteria:

5	The student consistently demonstrates/engages in this practice behavior.
4	The student is approaching consistent demonstration of/engagement in practice behavior; consistency is anticipated in the near future.
3	The student is developing the practice behavior; consistency is anticipated within the parameters of the fieldwork hours required by the program.
2	This practice behavior is beginning to emerge through the student's field work.
1	The student has not yet demonstrated this practice behavior.
N/A	Not applicable as the student has not had the opportunity to demonstrate competence in this area.

Professional Identity

2.1.1 **Identify as a professional social worker and conduct oneself accordingly**		
Skill	**Student Rating of Self**	**Field Instructor Rating of Student**
Advocates for client access to services		
Practices personal reflection and self-correction to assure continual professional development		
Attends to professional roles and boundaries		
Demonstrates professional demeanor in behavior, appearance and communication		
Engages in career long learning (seeks learning opportunity beyond internship tasks and classroom assignments)		
Uses supervision and consultation		

Comments:

Ethical Practice **2.1.2 Apply social work ethical principles to guide professional practice.**		
Skill	**Student Rating of Self**	**Field Instructor rating of student**
Recognizes and manages personal values in a way that allows professional values to guide practice		
Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, the Association of Schools of Social Work Ethics in Social Work, Statement of Principles		
Tolerates ambiguity in resolving ethical conflicts		
Applies strategies of ethical reasoning to arrive at principled decisions		

Comments:

Critical Thinking **2.1.3 Apply critical thinking to inform and communicate professional judgments.**		
Skill	**Student Rating of Self**	**Field Instructor rating of student**
Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom		
Analyzes models of assessment, prevention, intervention, and evaluation		
Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues		

Comments:

Diversity in Practice
2.1.4   Engage diversity and difference in practice

Skill	Student rating of self	Field Instructor rating of student
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		
Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		
Recognizes and communicates his/her understanding of the importance of difference in shaping life experiences		
Views self as learner and engages those with whom they work as informants		

Comments:

Human Rights & Justice
2.1.5   Advance human rights and social and economic justice.

Skill	Student rating of self	Field Instructor rating of student
Understands the forms and mechanisms of oppression and discrimination		
Advocates for human rights and social and economic justice		
Engages in practices that advance social and economic justice		

Comments:

Research Based Practice		
2.1.6 **Engage in research-informed practice and practice-informed research.**		
Skill	**Student rating of self**	**Field Instructor rating of student**
Uses practice experience to inform scientific inquiry		
Uses research evidence to inform practice		

Comments:

Human Behavior		
2.1.7 **Apply knowledge of human behavior and the social environment.**		
Skill	**Student rating of self**	**Field Instructor rating of student**
Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation		
Critiques and applies knowledge to understand person and environment		

Comments:

Policy Practice		
2.1.8 **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**		
Skill	**Student rating of self**	**Field Instructor rating of student**

Analyzes, formulates, and advocates for policies that advance social well-being		
Collaborates with colleagues and clients for effective policy action		

Comments:

Practice Contexts **2.1.9** **Respond to contexts that shape practice.**		
Skill	**Student rating of self**	**Field Instructor rating of student**
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services		
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		

Comments

Engage, Assess, Intervene, Evaluate **2.1.10** Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.		
Engagement Skill	**Student rating of self**	**Field Instructor rating of student**
Substantively and affectively prepares for action with individuals, families, groups, organizations and communities		
Uses empathy and other interpersonal skills		
Develops a mutually agreed on focus of work and desired outcomes		
Assessment Skill	**Student rating of self**	**Field Instructor rating of student**
Collects, organizes and interprets client data		
Assesses client strengths and limitations		
Develops mutually agreed on intervention goals and objectives		
Selects appropriate intervention strategies		
Intervention Skill	**Student rating of self**	**Field Instructor rating of student**
Initiates actions to achieve organizational goals		
Implements prevention interventions that enhance client capacitie		
Helps clients resolve problems		
Negotiates, mediates, and advocates for clients		
Facilitates transitions and endings		
Evaluation Skill	**Student rating of self**	**Field Instructor rating of student**
Critically analyzes, monitors and evaluates interventions		

Comments:

Narrative Evaluation
(completed by Field Instructor)

Please describe **student/intern's strengths** within the field placement:

Please describe areas of focus <u>for ongoing learning</u> within the field placement or next level of professional social work:

Appendix 4: Aurora University
School of Social Work Disposition Form

Name:	Professor:				
Date:	Course:				
Choose Acceptable, Concern, or Alert for each of the 13 Areas					
	DESCRIPTOR	**NO CONCERN**	**CONCERN**	**ALERT**	**COMMENTS**
COLLABORATION					
Respect AU CSWE NASW	Consistently demonstrates respect and professionalism in relationships with faculty, administration, staff and peers. Responds in a respectful manner when under stress. Communicates respect for others face-to-face, electronically, and in all forms of writing.				
Compassion & Understanding AU CSWE NASW	Demonstrates care and understanding in all actions with others. Offers feedback in a constructive manner. Works effectively with others to complete tasks.				
Accepts Constructive Suggestions AU CSWE NASW	**Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.** Consistently accepts and responds to comments by faculty, supervisors, cooperating teachers, and other professionals, as well as peers. Is receptive to new ideas. Engages in problem solving. Accepts and acts upon constructive criticism. Responds appropriately under stress. Copes well with disappointment. Accepts responsibility for own actions. Strives for personal growth.				
Collaborative Practice AU CSWE NASW	**Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.** Works well with peers and all personnel settings. Adapts to change. Is skilled at expressing self in groups.				
CURRICULUM					
Preparedness AU CSWE NASW	**Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.** Shows an understanding of professionalism through knowledge of content areas, preparation of materials, punctual arrival, and completion of tasks. Follows instructions				
Communication AU CSWE NASW	**Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.** Demonstrates responsive listening skills. Demonstrates a willingness and commitment to continually improve communication skills. Communicates professionally in a manner that				

	demonstrates respect for others.				
Continuing Education NASW	Demonstrates a commitment to lifelong learning beyond graduate school through professional networking activities and/or activity in professional organizations.				

COMMUNITY					
Safety AU CSWE NASW	Shows good judgment regarding safety conditions in working with various age groups.				
Integrity AU CSWE NASW	Engages oneself in honorable and ethical conduct as demonstrated through actions of accountability and integrity.				
Advocacy AU CSWE NASW	Engages in support and/or activism for micro and mezzo level needs of students and families				

DIVERSITY					
Systems AU CSWE NASW	**Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.**				
Diversity AU CSWE NASW	**Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.** **Presents self as a learner and engages clients and constituencies as experts of their own experiences.** Understands the needs of all types of learners and does not exhibit stereotypical behavior towards differences (race, class, ethnic group, gender, ability, etc.). Able to communicate with a variety of audiences. Shows sensitivity to others. Respects individual differences.				

ETHICS					
Ethics AU CSWE NASW	**Makes 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 appropriate to the context.** Respects the intellectual property of others by giving credit and avoiding violations of academic integrity, including but not limited to, plagiarism, fabrication, or cheating. Demonstrates truthfulness and honesty.				

Potential outcomes of disposition:

____ may delay field placement

____ may terminate current field placement

____ may result in a delay in the academic program

____ may result in termination of academic program

____ other: _____

Appendix : Full time Faculty

1.   Name of faculty member: **Alison Arendt, MSW, LCSW**

2.   Degree information

Master of Social Work
Aurora University
Social Work
May 2000

Bachelor of Arts
Northern Illinois University
Psychology
June 1996

3.   Academic appointments

- Employing academic institution   Aurora University
- Title   Assistant Professor
- City and state   Aurora, IL
- Start date (month/year)   June 2013
- End date (month/year)   Present

- Employing academic institution   Aurora University School of Social Work
- Title   Director of Field Instruction
- City and state   Aurora, IL
- Start date (month/year)   April 2007
- End date (month/year)   June 2013

- Employing academic institution   Aurora University School of Social Work
- Title   Adjunct Instructor
- City and state   Aurora, IL
- Start date (month/year)   April 2007
- End date (month/year)   June 2013

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

- Employer   Communities In Schools
- Position   Program Director
- City and state   Aurora, IL
- Start date (month/year)   August 2002
- End date (month/year)   April 2007

Alison Arendt, MSW, LCSW

- Employer   Elgin Mental Health Center- IDHS
- Position   Social Worker II
- City and state   Elgin, IL
- Start date (month/year)   August 2000
- End date (month/year)   August 2002
-
- Employer   Ben Gordon Center
- Position   Mental Health Professional
- City and state   DeKalb, IL
- Start date (month/year)   June 1996
- End date (month/year)   August 1999

5. List your current professional, academic, community-related, and scientific memberships.
   Therapist, Alison Arendt MSW, LCSW Counseling Services, Dec. 2015 to present

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.

   None

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

   Arendt, A.S (March 25, 2011) Assessing Core Competencies in Field Instruction.   Field Instructors' Seminar, Spring. 2 CEU credits. Aurora University.
   Arendt, A.S., Bruhn, C & Kronner, H. (November 15, 2013) What's in a Number?   The Practice of Evaluating Social Work Field Students According to Council on Social Work Education Competencies and Practice Behaviors, Fall 3 CEUs.   Aurora University.
   Arendt, A.S., Kronner, H. (October 24, 2014) Using Peer Role-Plays in a Diversity Course to Teach Cultural Competence. Council on Social Work Education Annual Program Meeting.
   Arendt, A. S., Samii, L, Mann, T., Ressl, W. (February 2015) Creating your   Personal Brand, Faculty Teaching and Research Symposium, Aurora University.
   Arendt, A.S.(October 30, 2015) The Ethics Audit: A tool for organizations and social workers to use to return to START, Fall 3 CEU credits, Aurora University.

9. List your professional publications for the last 5 years

None

10. Include any other relevant information below or as a separate attachment.
N/A

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1. Name of faculty member: **Robert B. Campbell, MSW, QCSW, LCSW**

2. Degree information
   -
   - Doctorate of Social Work (candidate)
   - Aurora University
   - Social Work
   - August 2016
   -
   - Master of Social Work
   - Aurora University
   - Social Work
   - May 2007
   -
   - Bachelor of Science
   - Illinois State University
   - Education
   - May 1999
   -
   - Associates of Science
   - College of Dupage
   - May 1995
   -
   - Associates of Arts
   - College of Dupage
   - May 1996

3. Academic appointments

   - Employing academic institution   Aurora University School of Social Work
                                       Aurora University – George Williams College
   - Title   Assistant Professor
   - City and state   Williams Bay, WI
   - Start date (month/year)   June 2011
   - End date (month/year)   Present

   - Employing academic institution   Aurora University School of Social Work
   - Title   Adjunct Instructor
   - City and state   Williams Bay, WI

- Start date (month/year)   April 2009
- End date (month/year)   June 2011

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

- Employer   C.A. Counseling & Consultants, LLC
- Position   Executive Director/ Lead Psychiatric
  Social Worker- Psychotherapist
- City and state   Williams Bay, WI
- Start date (month/year)   Jan 2014
- End date (month/year)   Current

- Employer   University of Illinois College of Medicine
- Position   Psychiatric Social Worker/ Psychotherapist
- City and state   Rockford, IL
- Start date (month/year)   May 2007
- End date (month/year)   Dec 2015

- Employer   Department of Corrections
  Adult Corrections Department
- Position   Clinical Social Worker
- City and state   Beloit, WI
- Start date (month/year)   August 2007
- End date (month/year)   Jan 2012
-
- Employer   Harlem School District #122
- Position   Behavioral Specialist/Mental Health Professional/
  Special Education Teacher
- City and state   Machesney Park, IL
- Start date (month/year)   June 1999
- End date (month/year)   August 2011

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

-Wisconsin State License Clinical Social Worker: # 7693-123 Expiration: 02/28/2017
-Illinois State License Clinical Social Worker: # 149014005 Expiration: 11/30/2015

-Illinois Teaching Certificate (LBS-I; Special Education Public Schools Educator: K-12th grade)
-Illinois School Social Worker Type 73 (K-12th Grade)

National Association of Social Work (NASW) WI and IL
School Social Work Association of America (SSWAA)
National Organization for Victim Assistance (NOVA)
Court Appointed Special Advocates (CASA)
Illinois School Board of Counselors (ISBC)
Daily Strength Sexual Abuse Advocacy Program, Registered Counselor

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

-Autism Support Training.
-Autism Social Skills Groups: ages 8-13, 14-16, 17-25, over 25
-Collaboration with Inspiration Ministries for housing related to special needs.
-Collaboration with Open Arms Free Clinic providing mental and behavioral health services.
-Speaker at Wisconsin NAMI

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

- *None*
-

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

Campbell, R.B. (November, 2015) *Understanding the strategic language of those with Mental Illness.* Field Instructors' Seminar, Fall 2015. 2 CEU credits. Aurora University-George Williams College.

9.   List your professional publications for the last 5 years

Campbell, R.B. (January, 2009) *"Experiencing the End of Life- What every therapist should know before treating individuals who have experienced life-threatening illnesses and recovered"* -Journal of Clinical Social Work

10.   Include any other relevant information below or as a separate attachment.

Licenses

-Wisconsin State License Clinical Social Worker: # 7693-123 Expiration: 02/28/2017
-Illinois State License Clinical Social Worker: # 149014005 Expiration: 11/30/2015
-Illinois Teaching Certificate (LBS-I; Special Education Public Schools Educator: K-12th grade)
-Illinois School Social Worker Type 73 (K-12th Grade)

Trainings/ Certificates

- Strategic Neural linguistic programming (NLP), 03/03-09/ 2015
- Deep Trance Hypnosis 03/03-09/ 2015
- DSM-5 diagnostic coding/ treatment (Diagnostic and Statistical Manual of mental disorders), Jay Berk, Ph.D. 01/2014
- Organizational Analysis/ Operational Psych training, 05/05/2014
- Sociolinguistic Analysis, 06/10-13/2014
- Comprehensive Interview & Interrogation Training Techniques, Jeffrey N. Baile & Associates, Mobile Transport Unit 4, 8/23-8/24/2010
- Reid Advanced Interview & Interrogation Techniques, John E. Reid & Associates, Inc. Oakbrook, IL. 1/31-2/4-2011, 3/20-3/23-2012, 2/10-2/14, 2013
- Behavior and Cognitive Modification Implementing Neuro-Linguistic Programming (NLP), Judith Beck, Ph.D. 2011
- Trauma, Traumatic Grief & Post Traumatic Stress Disorder (PTSD), Duane T. Bowers, 09/15-17/2010
- Techniques for Children with Emotional and Behavioral Problems, Jay Berk, Ph. D, 03/21-22/2009
- Aggression Replacement Therapy (ART), PESI, 03/02-04/2009
- Cognitive Behavioral Treatment, Jay Berk, Ph.D PESI, 10/15-16/2009
- Eye Movement Desensitization and Reprocessing (EMDR) Training, Linda Curran, PESI, 01/12-13/2009

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1.   Name of faculty member: **Kendra Pepper-Graham, MSW**

2.   Degree information

Type 73 Certification
Aurora University
Social Work
2008

Master of Social Work
Aurora University
Social Work
May 1993

Bachelor of Arts
Lewis University
Social Work
June 1990

3.   Academic appointments

•   Employing academic institution   Aurora University

- Title   Lecturer of Undergraduate Social Work
- City and state   Aurora, IL
- Start date (month/year)   August 2015
- End date (month/year)   Present

- Employing academic institution   Aurora University School of Social Work
- Title   Adjunct Instructor
- City and state   Aurora, IL
- Start date (month/year)   August 2008
- End date (month/year)   July 2015

- Employing academic institution   Aurora University School of Social Work
- Title   Field Liaison
- City and state   Aurora, IL
- Start date (month/year)   January 2012
- End date (month/year)   June 2014

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

Kendra Pepper-Graham, MSW

- Employer   Independent Contractor
- Position   Adoption/Infertility Speaker
- City and state   Plainfield, IL
- Start date (month/year)   May 2014
- End date (month/year)   Present

- Employer   Aurora University
- Position   Field Liaison
- City and state   Aurora, IL
- Start date (month/year)   December 2012
- End date (month/year)   June 2014
-
- Employer   Drauden Point Middle School
- Position   School Social Work Intern
- City and state   Plainfield, IL
- Start date (month/year)   August 2007
- End date (month/year)   June 2008
-
- Employer   Infertility/Adoption/Dr. Piekos
- Position   Community Organizer/Facilitator
- City and state   Plainfield, IL
- Start date (month/year)   October 2001

- End date (month/year)   October 2006

- Employer   Choices Clinic
- Position   Therapist
- City and state   Crest Hill, IL
- Start date (month/year)   October 1995
- End date (month/year)   May 1998

- Employer   Midwest Family Resources
- Position   Therapist
- City and state   August 1992
- Start date (month/year)   October 1995
- End date (month/year)   June 2008

5.   List your current professional, academic, community-related, and scientific memberships.
NASW, Mentoring Program, and J.C Community group

Kendra Pepper-Graham, MSW

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

School Youth Representative Ministry council- Jr/Sr High   2015-2016
Mentoring Program   2014-present
Children's Ministry Judson Church   2002-present
Faculty Advisor for Student group   2016-present
 Volunteer Advanced Counseling and Associates   2014-present

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

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

None

9.   List your professional publications for the last 5 years
None

10.   Include any other relevant information below or as a separate attachment.
N/A

1.   Name of faculty member: **Henry W. Kronner, Ph.D., L.C.S.W.**

2.   Degree information

Doctorate of Philosophy
Loyola University Chicago
Social Work
May 2005

Master of Social Work
University of Michigan
Social Work
December 1990

Bachelor of Arts
University of Michigan
Psychology
May 1988

3.   Academic appointments

- Employing academic institution   Aurora University School of Social Work
- Title   Associate Professor
- City and state   Aurora, IL
- Start date (month/year)   August 2004
- End date (month/year)   Present

- Employing academic institution   Loyola University School of Social Work
- Title   Adjunct Faculty
- City and state   Chicago, IL
- Start date (month/year)   January 2005 – May 2005
- End date (month/year)   Summer of 2013, 2014, and 2015

- Employing academic institution   University of Illinois Chicago School of Jane Addams School of Social Work
- Title   Adjunct Instructor
- City and state   Chicago, IL
- Start date (month/year)   August 2000
- End date (month/year)   May 2004

- Employing academic institution   Northeastern Illinois University

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- Title   Adjunct Instructor
- City and state   Chicago, IL

Henry W. Kronner

- Start date (month/year)   May 2000
- End date (month/year)   August 2001

- Employing academic institution   Cooking and Hospitality Institute of Chicago
- Title   Adjunct Instructor
- City and state   Chicago, IL
- Start date (month/year)   April 2001
- End date (month/year)   August 2001

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

- Employer   Therapeutic Connections
- Position   Clinical Social Worker
- City and state   Chicago, IL
- Start date (month/year)   September 1998
- End date (month/year)   Present

- Employer   Muscular Dystrophy Association
- Position   Social Worker
- City and state   Chicago, IL
- Start date (month/year)   September 2002
- End date (month/year)   August 2005

- Employer   Magellan Behavioral Health
- Position   Care Manager
- City and state   Chicago, IL
- Start date (month/year)   November 1998
- End date (month/year)   August 2000

- Employer   Northwestern Memorial Hospital
- Position   Crisis Coordinator
- City and state   Chicago, IL
- Start date (month/year)   October 1996
- End date (month/year)   November 1998

- Employer   Eastwood Clinics
- Position   Therapist
- City and state   Royal Oak, MI
- Start date (month/year)   December 1995
- End date (month/year)   January 1995

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Henry W. Kronner

- Employer   FRIENDS PWA Alliance
- Position   Therapist and Supervisor
- City and state   Detroit, MI
- Start date (month/year)   August 1994
- End date (month/year)   December 1995

- Employer   Lutheran Social Services of Michigan
- Position   Therapist
- City and state   Southfield, MI
- Start date (month/year)   January 1993
- End date (month/year)   August 1994

- Employer   Northwestern Community Services
- Position   In-Home/Mobile Crisis Therapist
- City and state   Canton, MI
- Start date (month/year)   April 1991
- End date (month/year)   January 1993

5. List your current professional, academic, community-related, and scientific memberships.
   National Association of Social Workers
   Illinois Society of Clinical Social Workers
   Council of Social Work Education
   American Association of Psychoanalysis for Clinical Social Workers
   Academy of Certified Social Workers
   Licensed Clinical Social Worker (149.008343)

6. List your community service responsibilities and activities for the last 3 years.
   Community Leaders at Aurora University – September 2014-Present
   Reviewer for CSWE Annual Program Meeting 2013, 2014, 2015, and 2016
   Site Visitor for CSWE 2010, 2012, 2013, 2014, and 2016
   Journal Review - Assessing Clinical MSW Students' Attitudes, Attributions,
   and Responses regarding Poverty 2014
   Faculty Advisor for the Social Work Association (SWA) for the past three years.

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

None

Henry W. Kronner

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

Kronner, H.W. & Thompson, M. M. (November 20, 2015). Same-sex Parenting. Presented at Family Counseling Service.

Kronner, H.W. & Daling, J. (October 30, 2015). Collective Identity and Its Effects on Client Populations: Implications for Culturally Competency Clinical Social Work Practice. Presented for Illinois Society of Clinical Social Work.

Kronner, H.W. & Thompson, M. M. (September 18, 2015). Expanding the Clinical Toolbox: Increasing Clinical Competency with LGBTQ Clients. Presented at Dominican University.

Kronner, H.W., Ressl, W.G., & Taylor, P. (September 11, 2015). Cultural Competency Beyond Race and Ethnicity: Towards Awareness of Spirit-filled Rituals and LGBTQ Communities. Presented at Aurora University Field Office CEU Event.

Kronner, H.W. & Thompson, M. M. (March 20, 2015). Expanding the Clinical Toolbox: Increasing Clinical Competency with LGBTQ Clients. Presented at Family Counseling Service in Aurora, Illinois.

Kronner, H.W. & Thompson, M. M. (January 23, 2015). Expanding the Clinical Toolbox: Increasing Clinical Competency with LGBTQ Clients. Presented at Family Counseling Service in Aurora, Illinois.

Kronner, H.W. & Bach, J. (October 2014). Field Instructor Perceptions Regarding Needed Gerontology Competencies for Students. Presented at the Council of Social Work Education Annual Program Meeting.

Arendt, A. & Kronner, H.W. (October 2014). Using Peer Role-Plays in a Diversity Course to Teach Cultural Competence. Presented at the Council of Social Work Education Annual Program Meeting.

Kronner, H.W. & Thompson, M. M. (October 2014). Expanding the Clinical Toolbox: Increasing Clinical Competency with LGBTQ Clients. Presented at Family Counseling Service in Aurora, Illinois.
Kronner, H. W. & Bach, J. (November 2013). Creating Gerontology Specializations Using Feedback from Multiple Stakeholders. Presented at the Council of Social Work Education Annual Program Meeting.
Bach, J. & Kronner, H. W. (November 2013). Gerontology Social Work Graduate Job Opportunities and the Great Recession. Presented at the Council of Social Work Education

Henry W. Kronner
Annual Program Meeting.

Kronner, H.W. (February 28, 2013). Integration of Academia and Senior Centers. Presented at the Association of Illinois Senior Centers Convention Conference.

Kronner, H.W. (November 2012). An Evaluation of Cultural Competencies in MSW Students at a Midwestern University. Presented to educators at the Council of Social Work Education Annual Program Meeting.

Kronner, H.W. (August, 2011). GLBTQQ and Bullying. Presented to teachers and administrators at Naperville Bridge School.

Barnwell, B. & Kronner, H.W. (March 25, 2011). On Second Thought: Becoming Aware of Our Values and the Impact on Practice. Presented to the field instructors for the School of Social Work at Aurora University.

Kronner, H.W. (March 18, 2011). Gay Lesbian Bisexual Transgender Queer and Questioning Youth. Presented to teachers and administrators at Naperville Bridge School.

Kronner, H.W. & Caribeaux, J. (October 16, 2010). The Evaluation of Self-efficacy in a Practice and Program Evaluation Course. Presented at the Council of Social Work Education Annual Conference.

Kronner, H.W. & Arendt, A. (March 19, 2010). Teaching Methods for All Phases of Internship. Presented to the field instructors for the School of Social Work at Aurora University.

9.   List your professional publications for the last 5 years

Kronner, H. W. & Northcut, T. (In Review, Submitted Spring 2015). Listening to Both Sides of the Therapeutic Dyad: Self-disclosure of Gay Male Therapists and Reflections from Their Gay Male Clients.
Kronner, H.W. (Published January 2013). The use of self-disclosure for the gay male therapist: The impact on gay male clients. Journal of Social Service Research.

10.   Include any other relevant information below or as a separate attachment.
       N/A

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1.   Name of faculty member: **Andrew Kutemeier, MSW, LCSW**

2.   Degree information
              Doctorate of Social Work
              Aurora University
       Projected completion August 2016

Master of Social Work
Aurora University
Social Work
May 2008

Bachelor of Arts
Monmouth College
English
May 2002

3.   Academic appointments

*   Employing academic institution   Aurora University
*   Title   Director of Field Instruction
*   City and state   Aurora, IL
*   Start date (month/year)   June 2014
*   End date (month/year)   Present

*   Employing academic institution   Aurora University
*   Title   Coordinator of School Social Work Specialization
*   City and state   Aurora, IL
*   Start date (month/year)   August 2014
*   End date (month/year)   Present

*   Employing academic institution   Aurora University
*   Title   Adjunct Professor
*   City and state   Aurora, IL
*   Start date (month/year)   August 2012
*   End date (month/year)   May 2014

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

*   Employer   Indian Prairie School District #204
*   Position   School Social Worker
*   City and state   Aurora, IL
*   Start date (month/year)   August 2008
*   End date (month/year)   June 2014

Andrew Kutemeier

*   Employer   DuPage County Health Department
*   Position   Mental Health Professional
*   City and state   West Chicago, IL
*   Start date (month/year)   February 2005
*   End date (month/year)   December 2008

*   Employer   George Washington Middle School in District #103
*   Position   Reading and Math intervention teacher
*   City and state   Lyons, IL
*   Start date (month/year)   December 2005
*   End date (month/year)   June 2006

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

        LCSW Supervisor   Aug. 2011-Present

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.

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

Groupwork in Schools for IPSD #204	February 2015
PBIS's Tier 2 Intervention: Check In/Check Out for IPSD #204	Jan. 2013
Goal Writing and Direct Service Planning using the Brief Progress Monitor (BPM) for IPSD #204	September 2013
Absenteeism Committee, IPSD #204,	Summer 2013
Writing Legally Defensible Present Levels of Academic and Functional Performance (PLAAFPs)	Spring 2013
Writing Legally Defensible IEP Goals	Spring 2012

9. List your professional publications for the last 5 years: None

10. Include any other relevant information below or as a separate attachment.

        Licensed Clinical Social Worker   ● License Number: 149.0144

1. Name of faculty member **– Fred McKenzie**

2. Degree information
- Degree – Ph.D., MSW, BA Sociology
- Institution granting degree – Ph.D. Loyola University of Chicago, MSW and BA – George Williams College, Downers Grove IL
- Major – Ph.D. Social Work, MSW – Social Work, BA - Sociology
- Date awarded (month/year) Ph.D. – May, 1995, MSW June, 1982, BA Sociology December, 1973

3. Academic appointments
- Employing academic institution – Aurora University
- Title – Instructor; currently Full Professor and Executive Director of the School of Social Work

- City and state – Aurora IL
- Start date (month/year) 8/91
- End date (month/year) ongoing

4. Professional post–baccalaureate and post–master's social work experience
- Employer – Post-Master's – Spectrum Youth and Family Service
- Position – Outreach Worker (1974-78), Counselor (1978-80), Clinical Director (1980-89)
- City and state – Hoffman Estates, IL.
- Start date (month/year) May 1974
- End date (month/year) August 1989

5. List your current professional, academic, community-related, and scientific memberships. - Council on Social Work Education, National Association of Deans and Directors of Schools of Social Work

6. List your community service responsibilities and activities for the last 3 years. – Board member of the Fox Valley United Way and Chair of the Allocations Committee

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. - None

8. List your professional presentations presented during the last 5 years. - None

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. – Understanding and Managing the Therapeutic Relationship, 2011, Chicago IL. Lyceum Books, Interviewing for the Helping Professions, 2014, Chicago IL. Lyceum Books.

10. Include any other relevant information below or as a separate attachment. – CV attached

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1. Name of faculty member: **Don Phelps**

2. Degree information

Doctor of Philosophy
University of Illinois
Social Work
May 1997

Master of Social Work
Aurora University
Social Work
May 1990

Bachelor of Science
Northern Illinois University
Sociology
May 1985

3. Academic appointments

- Employing academic institution   Aurora University
- Title   Professor
- City and state   Aurora, IL
- Start date (month/year)   July, 2001
- End date (month/year)   Present

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

- Employer   YMCA of Metropolitan Chicago
- Position   Senior Clinical Director
- City and state   Chicago, IL
- Start date (month/year)   April, 2000
- End date (month/year)   July, 2001

- Employer   Beacon Therapeutic School and Clinical Services
- Position   Chief Operating Officer
- City and state   Yorkville, IL
- Start date (month/year)   May, 1999
- End date (month/year)   April, 2000

Don Phelps

- Employer   Breaking Free (an affiliate agency of IBH)
- Position   Executive Director
- City and state   Aurora, IL
- Start date (month/year)   January, 1997
- End date (month/year)   May, 1999

- Employer   Interventions Behavioral Healthcare (IBH)
- Position   Director of Therapeutic Services
- City and state   Chicago, IL
- Start date (month/year)   May, 1988
- End date (month/year)   January, 1997

- Employer   Warren Township Youth Services
- Position   Youth and Family Therapist
- City and state   Gurnee, IL
- Start date (month/year)   April, 1986
- End date (month/year)   May, 1988

- Employer   Mansion Alternative High School
- Position   Adolescent Counselor
- City and state   Naperville, IL
- Start date (month/year)   August, 1985

- End date (month/year)   April, 1986

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

        National Association of Social Workers, 2000 to present
        North American Association of Christians in Social Work, 2001 to present
        Society for Spirituality and Social Work, 2001 to present

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

        National Association of Social Workers – IL Chapter, Board President, 2015 – present
        National Association of Social Workers – IL Chapter, President Elect, 2014-2015
        National Association of Social Workers – IL Delegate to National Delegate Assembly, 2005-present
        Center for Faith and Human Rights - Board President, 2014 – 2015
        Center for Faith and Human Rights - Board Member, 2010 – 2014

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

        None

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

        Kendall County Opening Day, 2007, Classroom Management for the Special Education population

Aurora University Field Instructors Training. Aurora, Il. January 22, 2016
The Wisdom of Difficult Emotions and the Transformative Power of Suffering.

North American Association of Christians in Social Work annual conference in Grand Rapids, Michigan on November 13, 2015. The Wisdom of Difficult Emotions.

National Association of Social Workers Statewide Conference in Lombard, Illinois on October 19, 2015. The Wisdom of Difficult Emotions.

The Children's Foundation – Healing from Child Trauma Conference. Loveland, CO on September 19, 2015. The Use of Art in Healing from Child Trauma.

National Association of Social Workers Statewide Conference in Chicago, Illinois on November 14, 2014. Best Practices in Service Delivery.

National Association of Social Workers Statewide Conference in Lombard, Illinois on October 29, 2013. The Transformational Power of Suffering.

9.   List your professional publications for the last 5 years

None

10.   Include any other relevant information below or as a separate attachment.

N/A

June 16,2015

Ms. Alison Arendt
42W449 Burlington
Road Elgin, IL 60124-
8706

Dear Alison,

I am inviting you to serve as Chair of Undergraduate Social Work for the 2015-2016 year.
This appointment would take effect on 1 July 2015 and will continue through 30 June 2016
and is subject to renewal pending the outcome of an evaluation. Note that this is a
supplemental contract in which you will receive a stipend of$5,500 and be granted two (2)
course release(s) during the academic year.

After you have reviewed your contract and job description, please indicate your
willingness to serve in this position by returning one of the enclosed letters to Rita Gilbert
in the Office of Academic Affairs by June 26, 2015. Thank you so much for considering
this invitation.

Sincerely   P. Joan Poor, PhD
                                                   Provost

                                                   Alison Arendt   ....

Date ___(_p-j LI - f S-____

Enclosures

cc: Dr. Fred McKenzie, Director of the School of Social Work V
        Dr. Carmella Moran, Dean of Undergraduate Studies and AU Online

Account Number: 10-1-23102-7117-1