



BACHELOR OF SCIENCE IN SOCIAL WORK DEGREE PROPOSAL

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INTRODUCTION

This proposal is presented for a Bachelor of Science in Social Work degree at Sitting Bull College in collaboration with Cankdeska Community College in Fort Totten, North Dakota. This feasibility study looks at all avenues of implementing the program including the accreditation process through the National Council on Social Work Education (NCSWE). It is essential that this program gain national accreditation in order to fulfill the academic requirements for professional licensure in North Dakota in order to practice Social Work within a legal context. The following report addresses several aspects of the program and includes three studies looking at the desires of the student body at Sitting Bull College, Cankdeska Community College and the desires of the Standing Rock Regional Agencies in regards to the program. The respondents wish to see Sitting Bull College implement a Bachelor of Science in Social Work degree. Sitting Bull College and Cankdeska Community College desire to create a collaborative program in order to utilize valuable resources that are limited in rural North Dakota. This collaboration would provide the best educational opportunities for students in our rural areas.

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RATIONALE OF THE BACHELOR OF SCIENCE IN SOCIAL WORK PROGRAM

Sitting Bull College desires to implement a Bachelor of Science in Social Work program in collaboration with Cankdeska Community College in Fort Totten, North Dakota which is another tribal college with limited resources in rural North Dakota. This collaborative program will be conducted through distance education utilizing an Interactive Video Network system (IVN) and the Learning Management System (LMS) in addition to face to face courses for those who are on campus. This proposed program is a Bachelor's degree that encompasses the Human Services Technician Associates in Science program from Sitting Bull College. The students will complete the Associates in Human Services Technician program before being admitted to the Bachelor of Science in Social Work program. Students at Cankdeska Community College will first complete their institution's Associates of Arts degree in Social Work before moving onto the Bachelor of Science in Social Work program. Students will then go through a program application process, a transfer of credits process and an admission interview to continue on in their education for the Bachelor of Science in Social Work degree.

This educational program is being proposed because there is not a feasible Bachelor level program within the Standing Rock region or surrounding communities that will allow the students convenient access to this degree. The students who attend Sitting Bull College often do not have the resources to travel to outlying areas to gain an education, in addition the Standing Rock Reservation is an isolated rural area of North Dakota with a regional reservation population of 8,217 according to the last census in 2010. The Standing Rock Reservation covers not only a portion of North Dakota but also a portion of South Dakota as well which brings in students from South Dakota to attend the tribal college.

Sitting Bull College also desires to create a collaborative effort with Cankdeska Community College on the Spirit Lake Reservation in Fort Totten, North Dakota for the Bachelor of Science in Social Work program in order to allow greater usage of resources across the North Dakota/South Dakota regions. The Spirit Lake Reservation has a regional reservation population of 4,238 as of the last census count of 2010. Cankdeska Community College is a tribal college that is located four hours and 233 miles from Sitting Bull College in rural North Dakota.

A collaborative effort between Sitting Bull College and Cankdeska would be beneficial by combining resources and providing a quality Bachelor of Science in Social Work program through a tribal college setting for the interested students. With the combined student attendance from both Sitting Bull College and Cankdeska Community College, it is hypothesized the program will be a great success and will be feasible to implement.

Having this program available at the Tribal College on the Standing Rock Reservation allows students who are interested in gaining a social work degree convenient access to the program at a reasonable cost. Students would be allowed to stay close to home, have transportation provided for them through the college transportation system or their own means of community/private transportation, and travel less of a distance. Students would gain an education that is affordable to them and continue to remain connected to their community and resources to support them through their educational career. By creating a collaborative program with Cankdeska Community College in Fort Totten, North Dakota, this opportunity also allows the students in that region affordable access to a tribal college to earn their

desired degree of interest while allowing them to remain close to home and their community where they can still meet the needs of their families while working to reach for their career goals and dreams.

FUTURE PROJECTIONS IN NORTH DAKOTA AND SOUTH DAKOTA IN THE SOCIAL WORK FIELD

A Bachelor of Science in Social Work program is of interest for Sitting Bull College for a number of reasons. Currently, the trends of future employment projections for social workers show this program suits the needs of the communities within the regions of North Dakota and South Dakota. While researching the projections of the future for the field of Social Work it was found that according to the report from the U.S. Department of Labor Occupational Outlook Division of the Bureau of Labor Statistics (2015), "Employment of social workers is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. Employment growth will be driven by increased demand for healthcare and social services, but will vary by specialty". The healthcare and social assistance major sector is expected to become the "largest employing major sector during the projections decade, overtaking the state and local government major sector and the professional and business services major sector." In addition, the Bureau of Labor Statistics (2015), also reports there will be an increase in the need for social workers moving forward. This fact can be linked to the need for more services within the U.S. population due to the changing needs of communities, the increase in mental health and substance abuse issues, the increase in the elderly population, the lack of parental education, the increase in crime and victimization and shifts in the focuses of society as a whole, (Reardon, C. 2011).

The Bureau of Labor Statistics division of the National Employment Matrix (2015) also reports there is an increased need for social workers that will continue to grow over the years. These projections span across all areas of social work services. The Economic News Release under the Bureau of Labor Statistics (2015), also reports the projected increase in need for social workers moving forward. These facts show that there is an increased need for social workers across the US in each community. Native communities are also in need as well as rural communities for qualified and licensed social workers who are culturally sensitive to the needs of Native Peoples. According to the North Dakota Job Service Labor Market Services Occupational Profile for Social Workers (2015) in the State of North Dakota employment for Social Workers is on the rise. According to this report the need for social workers is to rise 12% over the next ten years. To break this down further, Specialists in the area of health care social workers is estimated to grow 19% in the next ten years. Specialists in the area of substance abuse and mental health is also estimated to rise 19%. Specialists in the areas of child, family, and school social workers is expected to rise 6% in the next ten years. In South Dakota, the South Dakota Workforce Intelligence Network within the South Dakota Department of Labor and Regulations Market Center (2015), reports their State's Social Work industry is also growing but at a slower rate than that of North Dakota. It is estimated that there will be a 12% increase over the next ten years for social work employment across all areas of service specialties. This shows the increasing need for professional providers within the States of North Dakota and South Dakota to meet the needs of the people.

Program Feasibility

It has been brought to the attention of Sitting Bull College that community members have voiced a desire that they would like Sitting Bull College to offer a Bachelor of Science in Social Work program that is closer to home for them to take part in, in order to gain the necessary education for a better career while gaining the knowledge to help their communities. This input has indicated the choice of pursuing the implementation of this degree is in fact a good one for our Tribal College. At present there are 15 students actively in the Human Services Technician Program that is offered at Sitting Bull College. This is five percent of the total student population at this time at Sitting Bull College who are interested in pursuing their degree in Human Services who can filter into the Bachelor of Science in Social Work degree for continued education in order to become a licensed professional in the field to serve their communities. Cankdeska currently is aware of 8 potential students who are interested in pursuing their Bachelor of Science in Social Work degree per the Social Work Instructor at Cankdeska Community College. The two locations combined present a substantial number of interested individuals in furthering their education within the field.

A Student Body survey was conducted to gauge the interest of current students attending Sitting Bull College in regards to this proposed program. The results of the survey showed that of the 60 respondents to the survey 30% were very interested in the proposed program. And 44.12% were interested in gaining their Bachelor of Science in Social Work degree from Sitting Bull College specifically. Most of these individuals rated that they would like to start their studies for the Bachelor of Science in Social Work Program Fall 2018. Most respondents (54.55%) would like to see classes offered during the week before 4 pm. While the next highest ratings showed that 24.24% of the respondents would like to see a combination of classes being offered online and day classes during the week for the respective program. 80.65% of the respondents would prefer to attend at a full time status. And 56% of the respondents wish to work on the Standing Rock Reservation upon completion of their Bachelor of Science in Social Work program. The following charts the survey results.

Sitting Bull College Student Survey Results

The highlights of the Sitting Bull College Student Survey were distributed to all currently enrolled students seeking feedback on the proposed Bachelor of Science in Social Work program in October 2016. Of the more than 200 students in attendance, only 60 student responses were received.

Demographics of the Student Survey:

- 60 respondents (N = 60);
- 14.71% were males;
- 85.29% were females;

- 20.59% were between the ages of 18-20
- 17.65% were between the ages of 21-25
- 23.53% were between the ages of 26-30
- 14.71% were between the ages of 31-35

- 8.82% were between the ages of 41-45
- 8.82% were between the ages of 46-50
- 2.94% were between the ages of 51-55
- 2.94% were between the ages of 56-60

Level of Education of Respondents:

- 2.94% had their GED
- 11.76% had their High School Diploma
- 52.94% had some college courses
- 20.59% had their Associates degree
- 5.88% had their Bachelor degree
- 5.88% had their Master's degree

Respondents Interest in Gaining a Bachelor of Science in Social Work degree:

- 44.12% were very interested in gaining their Bachelor of Science in Social Work degree from SBC
- 29.41% were somewhat interested, while
- 26.47% were not interested

Challenges that would Prevent Respondents from Attending SBC for the Program of Study:

- 25.81% indicated lack of daycare
- 32.26% indicated personal responsibility
- 54.84% indicated financial cost
- 9.68% indicated location of the college
- 25.81% indicated transportation issues
- 25.81% indicated lack of online courses
- 3.23% indicated time of face to face courses

Class Offering Responses:

- 54.55% desire classes to be held during the week before 4 pm
- 9.09% desire classes to be held on the weekend
- 21.21% desire classes to be held in the evening
- 18.18% desire classes to be offered online
- 18.18% desire classes be offered in the form of a combination of online, day and evening classes
- 15.15% desire classes be offered in the form of a combination of day and evening classes
- 18.18% desire classes be offered in the form of a combination of online and evening classes
- 24.24% desire classes be offered in the form of a combination of online and day classes

Respondents Attendance Preference:

- 19.35% prefer to attend part time
- 80.65% prefer to attend full time

Respondents Desired Area of Employment:

- 56% desire to work on the Standing Rock Reservation
- 32% desire to work in North Dakota
- 12% desire to work in South Dakota

A student survey was also sent out to past and present students who have completed or are in the current Associates of Arts Social Work program at Cankdeska Community College. The survey was in regards to their interest and thoughts about a collaborative Bachelor of Science in Social Work degree program with Sitting Bull College. The results show that of the 19 surveys sent out and return results of 5 surveys during the study time frame, the students at Cankdeska Community College are very interested in this collaborative program for the Bachelor of Science in Social Work degree. The following are the survey results.

Cankdeska Community College Student Survey Results:**Demographics of the student survey:**

- 5 survey respondents (N=5);
- 100% were female

- 40% were between the ages of 21-25
- 20% were between the ages of 31-35
- 20% were between the ages of 36-40
- 20% were between the ages of 56-60

Level of Education of Respondents:

- 40% had some college courses;
- 60% had their Associates degree

Respondents Interest in Gaining a Bachelor of Science in Social Work degree:

- 80% of respondents were very interested in gaining their Bachelor of Science in Social Work degree;
- 20% of respondents were interested

Challenges that would Prevent Respondents from Attending the Sitting Bull College Program of Study:

- 60% indicated personal responsibilities
- 40% indicated financial costs
- 20% indicated the location of the college
- 40% indicated transportation issues
- 60% indicated lack of online courses
- 20% indicated the time of face to face courses

Class Offering Responses:

- 60% desire classes to be held in the form of a combination of online, day and evening classes
- 20% desire a combination of day and evening classes
- 40% desire a combination of online and evening classes

Respondents Attendance Preference:

- 20% desire to attend part-time
- 80% desire to attend full-time

Respondents Desired Area of Employment:

- 80% desire to be employed on the Spirit Lake Reservation
- 20% desire to be employed anywhere outside of North Dakota

Standing Rock Region Agency Survey:

An Agency Survey was also conducted to gauge the interests and thoughts of area agencies in terms of Sitting Bull College offering a Bachelor of Science in Social Work program in the Standing Rock Region. The results show that of the 28 respondents, 17.86% of employees were very interested in this career training option in the area. While 10.71% of the respondents were interested and somewhat interested in both categories. Which shows that in reality 39.28% of the respondents have an interest in Sitting Bull College's proposed Bachelor of Science in Social Work program. Of these respondents, 18.52% are somewhat interested in obtaining their Bachelor of Science in Social Work degree in the region and 14.81% are very interested in gaining their degree. Of the respondents within the agencies in the region 70% of are interested in starting their educational track for this degree in the Fall of 2018. Of the respondents, 60% would prefer classes to be offered online for the program while 46.67% would prefer classes be offered in a combination of online and evening classes. Of the respondents, 85.71% would prefer to enroll as part time status to complete this program of study. The majority of the respondents (78.57%) would like to work in South Dakota upon completion of their Bachelor of Science in Social Work degree. 60% of the respondents informed that by gaining their Bachelor of Science in Social Work degree they could seek employment opportunities they currently do not qualify for. The following is a compilation of the survey results.

Agency Survey Results

The Sitting Bull College Agency Survey was distributed to all Standing Rock Reservation area agencies. This encompasses Fort Yates, McLaughlin and Mobridge. Of all the surveys sent out only 28 responses were received. Note, at this writing the agency survey for the area of Fort Totten, North Dakota and its surrounding communities has not been scheduled.

Demographics of the Agency Survey for the Standing Rock Region:

- 28 respondents (N=28);
- 12% were male
- 88% were female

- 4% of the respondents were between the ages of 21-25
- 12% were between the ages of 26-30
- 20% were between the ages of 31-35
- 16% were between the ages of 36-40
- 4% were between the ages of 41-45
- 12% were between the ages of 46-50
- 16% were between the ages of 51-55
- 8% were between the ages of 56-60
- And 8% were over the age of 60

Level of Education of Respondents:

- 7.69% have their High School Diploma
- 11.54% have some college courses
- 11.54% have their Associates Degree
- 50% have their Bachelor Degree
- 19.23% have their Master's Degree

Respondents Interested in Gaining a Bachelor of Science in Social Work degree from SBC:

- 66.67% were not interested in gaining their Bachelor of Science in Social Work degree from SBC.
- 18.52% were somewhat interested
- 14.81% were very interested

Challenges that Would Prevent Respondents from Attending SBC for the Program of Study:

- 10% indicated lack of daycare
- 30% indicated personal responsibility
- 60% indicated financial cost
- 15% indicated location of college
- 10% indicated transportation issues
- 40% indicated lack of online courses
- 15% indicated time of face to face courses

Class Offering Responses:

- 33.33% desire classes to be offered on the weekend
- 46.67% desire classes to be offered in the evening
- 60% desire classes to be offered online
- 6.67% desire classes to be offered in the form of a combination of online, day and evening classes
- 46.67% desire classes to be offered in the form of a combination of online and evening classes
- 6.67% desire classes to be offered in the form of a combination of online and day classes
- Respondents attendance preference:
 - 85.71% prefer to attend part time
 - 14.29% prefer to attend full time

Respondents Desired Area of Employment:

- 7.14% desire to work in North Dakota after gaining their Bachelor of Science in Social Work degree
- 78.57% desire to work in South Dakota after gaining their Bachelor of Science in Social Work degree
- 14.29% desire to work anywhere else outside of North Dakota and South Dakota
- While 0% of respondent's desire to work on the Standing Rock Reservation

Current Employment Advancement:

- 12.5% indicated that gaining a Bachelor of Science in Social Work degree would allow them to advance in their current employment.
- 62.5% indicated that gaining a Bachelor of Science in Social Work degree would not allow them to advance in their current employment.
- 16.67% indicated that by gaining a Bachelor of Science in Social Work degree it might allow them to advance in their current employment.
- 8.33% indicated that gaining a Bachelor of Science in Social Work degree does not apply to their current employment.

Employment Qualifications:

- 60% of respondents indicated by gaining a Bachelor of Science in Social Work degree they will have access to employment opportunities they would not otherwise have or qualify for.
- 15% indicated by gaining a Bachelor of Science in Social Work degree they would not have access to other employment opportunities that they do not currently qualify for.
- 25% indicated that by gaining a Bachelor of Science in Social Work degree they might be able to gain employment opportunities which they currently do not qualify for.

Current Field of Employment of Respondents:

- 11.54% indicated they currently work in the Government field
- 3.85% indicated they currently work in the Health/Medical field
- 69.23% indicated they currently work in the Field of Education
- 0% work in the Mental Health Field
- 15.38% indicated they currently work in the Human Services field
- 0% work in the Human Resources field
- 0% work in the Corrections/Criminal Justice field

BENEFITS OF THE PROGRAM

The benefits of offering the Bachelor of Science in Social Work program at Sitting Bull College would be to allow interested students easy access to their educational goals while still being able to stay

connected and available to family and their community, to alleviate financial hardship in pursuing their educational and career goals, and allowing them to gain their education at a reasonable cost. Sitting Bull College would also be accessible for transportation needs for those who don't have a means of transportation to a certain extent within the Standing Rock Reservation. For those who have a means of transportation, the location of this program will allow for less travel and less costs of travel for students to obtain the education they desire. For the students from the Cankdeska Community College in Fort Totten, North Dakota, the students would also be able to remain with their families while pursuing a feasible program of study that suits their career interest. In addition, by pursuing this program collaboration with Cankdeska, Sitting Bull College would be able to increase their enrollment numbers as well as funding for the program and utilize qualified faculty to teach the courses at both locations.

The proposed Bachelor program would also be offered in a Tribal College setting. Such programs are almost nonexistent among the Tribal Colleges in the United States. At present, there are only two Tribal Colleges in the United States that offer the Bachelor of Science in Social Work program. These colleges are the Oglala Lakota College in Kyle, South Dakota and the Salish Kootenai College in Pablo, Montana. Both of these Tribal Colleges are a great distance from the Standing Rock Reservation where Sitting Bull College is located and from Fort Totten, North Dakota where Cankdeska Community College is located. Oglala Lakota College in Kyle, South Dakota is 303 miles from Sitting Bull College and the Standing Rock Reservation in Fort Yates, North Dakota and 489 miles from Cankdeska Community College in Fort Totten, North Dakota. Salish Kootenai College in Pablo, Montana is 841 miles away from Sitting Bull College and the Standing Rock Reservation and 985 miles from Cankdeska Community College in Fort Totten, North Dakota. Both of these tribal colleges offer a Bachelor of Science in Social Work program however, are respectively too far away for students in the Standing Rock region and the Spirit Lake region to attend. Students in the Candeska Community College area are also 232 miles from Sitting Bull College, therefore distance education through an Interactive Video Network system and online course offerings are needed to fulfill the educational aspect of the program through collaboration.

ACCREDITATION

The Sitting Bull College Bachelor of Science in Social Work Program will be pursuing accreditation from the National Council on Social Work Education (NCSWE) in order to allow our students upon completion of the program to be able to gain a professional license to practice in the field of Social Work and be in compliance with all North Dakota State Laws in regards to the profession. This accreditation process takes three years to complete the Candidacy Status before full accreditation can be awarded to the program. There are a number of deadlines that need to be met throughout the three-year process that will need to be noted. In addition, there are three bench mark reports that will need to be completed and turned into the accrediting body along with at a minimum of three visits from the council to the program sites at various times within the candidacy process. There are numerous costs associated with the candidacy and full accreditation process that are established in the Timetable for Candidacy-2015 EPAS document in Appendix B as well as within the Program Budget Table and the Program Development Table.

LIMITATIONS OF THE PROGRAM

The limitations of the program would be that as a Tribal College the number of students we have in attendance at both the Sitting Bull College location and the Cankdeska Community College location is relatively small. It is our hopes that by offering this collaborative program we would increase our number of students in attendance while allowing interested students to gain their desired education. Another limitation of the program is the fact that Sitting Bull College and Cankdeska Community College are located in rural areas of North Dakota, however there are plenty of small towns within a short distance from both colleges who have residents who could gain an interest in pursuing this degree as well as current students. This would allow for students to remain in their own communities while pursuing their education and continue to work within their community of choice during their educational career and thereafter.

ROLE OF THE PROGRAM AT SITTING BULL COLLEGE

The institutional mission of Sitting Bull College reads as: “Guided by Lakota/Dakota culture, values and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.”

The Mission of the Bachelor of Science in Social Work program at Sitting Bull College reads as: “Guided by the Lakota/Dakota culture, values and language the Bachelor of Science in Social Work program at Sitting Bull College will prepare students for generalist social work practice with individuals, families, groups, organizations and communities in rural and urban settings through a holistic approach.” The Bachelor of Science in Social Work program will help fulfill the mission of Sitting Bull College by educating the students through incorporating their culture, history, values, educational gains, and understanding of their community needs in order to be of professional assistance to the people they will serve. The following program outcomes and student outcomes will be met through the completion of the Bachelor of Science in Social Work program for each student.

Program Outcomes:

Throughout and by the conclusion of this program Students will:

- Display professional and ethical demeanor throughout their program of study by putting into practice professional and ethical behavior learned in the program.
- Demonstrate knowledge and sensitivity of global cultures/ethnicities and an awareness of diverse engagement with a focus on the Lakota/Dakota culture.
- Participate in positive social change and social justice practices throughout the program of study.
- Engage in evidence based practice methods of study throughout the program and internship opportunity.
- Engage in policy practice through policy reviews and analysis.

- Demonstrate a variety of engagement methods when working with individuals, families, groups, organizations and communities.
- Demonstrate their ability to assess individuals, families, groups, organizations and communities.
- Utilize a variety of intervention strategies when working with individuals, families, groups, organizations and communities.
- Demonstrate a variety of evaluation methods to utilize while working with individuals, families, groups, organizations and communities.

PROPOSED CURRICULUM

After careful evaluation of courses offered currently by Sitting Bull College and consideration of the courses necessary to successfully complete the Social Work educational framework for practice in the field as a professional, as well as what is required by the State of North Dakota, it has been determined the following courses would be of benefit to the students in fulfilling their Bachelor of Science in Social Work degree. Cankdeska students will be required to abide by the Bachelor Program of Sitting Bull College upon completion of their Associates of Arts in Social Work degree that will be transferred into the Bachelor of Science in Social Work degree program.

General Education Required

Course Number	Title of Course	Credit Hours
ENGL 110	College Composition I	3
Comm 110	Fundamentals of Public Speaking	3
ENGL 120	College Composition II	3
BIOL 150	General Biology and Lab	4
MATH 102	Intermediate Algebra	4
CSCI 101	Intro to Computer Applications	3
HPER	Any two credits of Health and Physical Education	2
PSY 100	First Year Learning Experience	3
SOC 120	Transition-Graduation and Beyond	2
NAS 103	Intro to Ojethi Sakowin Language, Culture and History	4
Humanities/Social Behavioral Science Elective	Any one course from: Arts, English, History, Humanities, Music, Native Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology	3

	and Sociology outside of the ones listed here within the program.	
Total for General Education for AS degree in Human Services		34
NAS 204	Native American Government: Traditional and Contemporary	3
PSYC 258	Adult and End of Life Psychology	1
Total for General Education for BSW degree		38

Human Services Core Required for AS Degree from Sitting Bull College

Course Number	Title of Course	Credits of Course
HS 101	Intro to Human Services	3
HS 102	Interviewing I	3
HS 103	Interviewing II	3
HS 201	Case Management I	3
HS 202	Case Management II	3
HS 211	Intro to Addictions	3
HS 220	Management and Administration in Human Services	3
HS 260	Crisis Intervention/Suicide Prevention	3
HS 297	Human Services Internship	3
PSYC 111	Intro to Psychology	3
PSYCH 255	Child and Adolescent Psych	3
SOC 220	The Family	3
Total for AS degree in Human Services		36 core credits 70 credits total for AS degree

Bachelor of Science in Social Work Degree Professional Core Required**Proposed Courses**

Course #	Course Title	Course Description	# Credits	Instructor
SWK 300	Child Welfare	This course examines issues of child and family welfare in the context of national, state, and local policy and practice. Social and economic justice are examined as they relate to interventions with children and families.	3	Tifanie Reineke
SWK 330	Human Behavior and the Social Environment	This course reviews the bio-psycho-social-cultural aspects of human development across the life span within the context of Generalist Practice. Students will apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to provide social work across the life span.	3	Tifanie Reineke
SWK 335	Social Work Methods I, Work with Individuals and Families	This course applies knowledge, values, and skills for entry level Generalist Practice Social Work with individuals and families using evidence-based skills and interventions. Students will develop skills to engage, assess, plan, intervene, and evaluate social work practice with individuals and families. Prerequisites: SOC 220 and admission to the Social Work Program.	3	Tifanie Reineke
SWK 340	Development of Social Welfare	The course reviews and evaluates the history, philosophical assumptions, values and development of social welfare programs and services throughout the United States. The course examines the socio-political-economic conditions which not only form, but influence social welfare systems. In addition, the course discusses intersections between privilege and oppression. The course reviews multiple marginalized, oppressed, and underserved populations with which social work intersects and ways that social work can positively	3	

		impact social, economic, environmental justice, and human rights.		
SWK 350	Interpersonal Skills	This course is designed to develop verbal and nonverbal interpersonal skills related to common, everyday interactions as well as those interactions germane to the Generalist Practice Planned Change Process. The course requires 25 hours of concurrent interpersonal skill building human service experience.	3	Potentially Gillian Plenty Chief
SWK 356	Social Welfare Policy and Social Justice	A generalist practice framework is used for the analysis of social welfare policies and current policy structures, and policy practice, advocacy, and evaluation used in agency, community, and legislative settings.	3	
SWK 364	Ethical Social Work Practice	Focuses on the ethical principles that undergird the practice of social work, addresses how to practice ethically, and explores the process of ethical decision-making. Social work practice with various client systems will be considered, as well as practice in varied settings.	3	
SWK 401	Help for the Professional	Students will learn techniques to utilize in the field of Social Work as well as in their own personal life to minimize compassion fatigue and increase their own overall well-being in order to maximize their professional demeanor. Students will also gain skills to help their clients in times of crisis have more control in their responses to their environment.	1	Tifanie Reineke
SWK 435	Social Work Methods II, Work with Groups and Communities	This course applies knowledge, values, and skills for generalist social work practice with groups using evidence based skills and interventions. Students will develop and utilize skills to engage, assess, intervene, and evaluate social work practice with groups and communities.	3	Tifanie Reineke
SWK 442	Research Methods in Social Work	This course introduces students to the concepts and principles of social work research methodology. This course includes conceptualizing a social work	3	

		problem, designing research strategy, making use of relevant literature, and organizing and evaluating relevant data. Prerequisite: STAT 210		
SWK 490	Field Internship	This course is a structurally and educationally directed learning experience in public and private human service agencies that utilizes social work knowledge, values, and skills. Prerequisite: Satisfactory completion of all degree requirements for Bachelor of Science in Social Work degree and consent of the instructor.	12	Tifanie Reineke/Gail Lindemann
Total for Bachelor of Science in Social Work degree Including Generals and AA and AS degree tracks			50 Core Credits 124 total for BSW degree	

*The Developmental Psychology component of the program is encompassed within the combination of the PSYCH 255 and PSYCH 258 taken and completed successfully.

*Any course SWK 335 and above will require formal admission to the Social Work Program as a pre-requisite.

COURSE SYLLABI

The proposed course Syllabi can be found in Appendix C for each of the 11 courses (40 credits) in the Bachelor of Science in Social Work program that are not currently approved by Sitting Bull College. At present there is only one Social Work Instructor employed at Sitting Bull College to teach these courses. As new faculty are hired, the Instructor for these courses will change. There is also currently one Social Work Instructor at Cankdeska Community College that is at present interested in working with Sitting Bull College through the collaboration of this program.

DEGREE PLAN

The following is a Recommended Program Plan for Students entering the Bachelor Program of Social Work.

Fall Semester	Spring Semester
NAS 208- Ochethi Sakowin Traditions, Philosophy and Spirituality (3 credits)	STAT 210- Elementary Statistics (3 credits)
PSYCH 270- Abnormal Psychology (3 credits)	PSYCH 258- Adult and End of Life Developmental Psychology (1 credit)
SWK 300- Child Welfare (3 credits)	SWK 330- Human Behavior and the Social Environment (3 credits)
SWK 350- Interpersonal Skills (3 credits)	SWK 335- Social Work Methods I (3 credits)
	SWK 340- Social Welfare Development (3 credits)
Total credits= 12	Total credits= 13

Fall Semester	Spring Semester
SWK 364- Ethical Social Work Practice (3 credits)	SWK 490- Field Education Internship 450 hours (12 credits)
SWK 442- Research Methods in Social Work (3 credits)	
SWK 435- Social Work Methods II with Groups and Communities (3 credits)	
SWK 356- Social Welfare Policy and Social Justice (3)	
SWK 401- Help for the Professional (1 credit)	
Total credits= 13	Total credits= 12
	Total Credits for BS in Social Work= 124

Upon satisfactory completion of the program sequence and successful completion of the required 450 hour internship along with the approval of the Department Director, students will gain their Bachelor of Science in Social Work degree from Sitting Bull College. Students then will have the educational qualifications met to apply for the Social Work Board Exam in North Dakota to become licensed to practice in the field of Social Work.

CRITERIA FOR ADMISSION TO THE BACHELOR OF SCIENCE IN SOCIAL WORK PROGRAM

Application requirements will include:

1. Successful completion of the Associates of Arts in Social Work degree from Cankdeska Community College, or successful completion of the Associates of Science in Human Services Technician degree from Sitting Bull College.
2. Any other transfer credits allowed and approved by Sitting Bull College shall be transferred in according to the college's policy.
3. A cumulative undergraduate grade point average of 2.75.
4. Completed Sitting Bull College application.
5. Submission of a current resume
6. A letter of recommendation from someone not within the family or friend circle of applicant that can attest to the applicant's potential success in working in the field of Social Work.
7. Completed Background Check.
8. Personal Statement (a minimum of 3 pages) in response to the following questions thoroughly.
 - a. What has brought you to the desire to enter the field of Social Work?
 - b. What skills, abilities, values, and characteristics do you feel you have that you feel are important to being successful in the field of Social Work?
 - c. Describe your short and long term goals and how reaching these goals will impact your life and your community?
9. Successful completion of the Program Admission Interview.

DEGREE REQUIREMENTS

The following is a list of degree requirements for the Bachelor of Science in Social Work program for Sitting Bull College.

1. Successful completion of 40 credits within the Bachelor of Science in Social Work program.
2. Successful completion of 450 clock hours of internship within an approved agency setting.
3. If transferring in from another accredited college or university, a minimum of 23 credit hours must be completed at Sitting Bull College within the Bachelor of Science in Social Work program. Up to 9 credits may be transferred in from another accredited college or university.
4. Maintain a grade point average (GPA) of 2.75 or higher in the program of study.
5. Completion of the degree program requirements within three years of acceptance into the program.
6. Attend and participate in all presentations as scheduled.
7. Uphold and maintain academic honesty, personal responsibility and professional integrity.
8. Uphold the Code of Ethics in Social Work.

TARGET AUDIENCE AND RECRUITMENT

While this program is new to the area, there is a great deal of interest in having a Bachelor of Science in Social Work program in the Standing Rock region of North Dakota with a collaborative partnership with Cankdeska Community College in the Spirit Lake region in Fort Totten, North Dakota. Sitting Bull College has intentions of boosting the skills of area workers who are interested in gaining higher education. The target audience and recruitment plans are addressed as follows:

Who: Sitting Bull College has a target audience of recent High School graduates, current college attendees, community providers and residents within the Standing Rock region and the Spirit Lake region as well as other communities in North Dakota, South Dakota and anyone who is interested in attending to gain an education in the Social Work profession through a Tribal College.

Why: There is a need for Social Workers in the Standing Rock region and Spirit Lake region as well as across the country. Once the students gain the necessary educational foundation, they can work in any State that recognizes their educational achievements and grants them a professional license to practice social work. The need for professional service providers is growing according to recent data showing the future of social work increasing by 12 percent over the next ten years.

Recruitment: Sitting Bull College and Cankdeska Community College intend to focus on gaining the interest of students in area high schools along with community residents and current students by announcing this great educational opportunity that is available to them that is also affordable. Strategies to be used are: school presentations, radio announcements, flyers, program listings in the course catalogs, introducing the program in current associate level courses, through college announcements and networking opportunities. Cankdeska Community College and Sitting Bull College also intend to recruit current and future students in the Associates in Human Services program and Associates in Social Work program to filter into the Bachelor of Science in Social Work program by encouraging them to continue on in their education as it will open more job opportunities for them. Once the program is accredited it will also be listed in the national list of accredited tribal college programs for others to see who may be interested in attending.

JOB OPPORTUNITIES

There are a number of job opportunities across the States of North Dakota and South Dakota Including within the Standing Rock Reservation. Upon research conducted on September 19, 2016 through the Indeed.com website and the standingrock.org website there were a number of opportunities available within the field of social work. The following chart displays the research findings.

Location	Number of Social work Openings
Fargo ND	4

Bismarck ND	3
Stanley ND	1
Jamestown ND	1

Inkster ND	1
Williston ND	1
Minot ND	1
Devils Lake ND	1
Sturgis SD	1
South Dakota	1
Sioux Falls SD	9
Bell Fourche SD	1
Rapid City SD	8
Aberdeen SD	1
Pine Ridge SD	1

Huron SD	1
Pierre SD	1
Yankton SD	1
Canton SD	1
Standing Rock Reservation	4
Total at this point in time between North Dakota and South Dakota	43 job openings in the Field of Social Work

Research was conducted once again on January 25, 2017 through the Indeed.com website and the standingrock.org website to determine employment opportunities in two given time frames for the field of social work in order to show the needs in the field. The following chart displays the findings.

Location	Number of Social work Openings
Fargo ND	7
Bismarck ND	8
Minot ND	7
Jamestown ND	4
Dickinson ND	1
Devils Lake ND	1
Ellendale ND	1
Grafton ND	1
Grand Forks	5
North Dakota	1
Wahpeton ND	1
Watford City ND	1
Sturgis SD	1
South Dakota	1
Sioux Falls SD	9

Mission SD	1
Rapid City SD	9
Aberdeen SD	3
Hot Springs SD	1
Huron SD	2
Pierre SD	2
Yankton SD	2
Spearfish SD	1
Sisseton SD	1
Watertown SD	3
Standing Rock Reservation	6
Total at this point in time between North Dakota and South Dakota	81 job openings in the Field of Social Work

Between the two times frames researched in regards to job opportunities in the field of social work, take note that there was an increase in job openings available between the two States of North Dakota and South Dakota. In addition, there was also an increase in job opportunities available on the Standing Rock Reservation. Such an increase goes to show there is a continual need for qualified social workers in the field to fulfill positions within communities for graduates of the program. During the course of research there were no job opportunities found on the Spirit Lake Reservation which is home to the Cankdeska Community College, however that does not mean there will never be any opportunities available.

In addition to the above research, the following list was compiled to demonstrate the Standing Rock District agencies that could employ program graduates in social worker if openings became available.

Entities within the Standing Rock District that could employ Social Workers if openings were available:

BIA	Mobridge Home Care Services of SD, Inc.
Indian Health Services	Mobridge Housing and Redevelopment
Fort Yates Community Schools	Mobridge Regional Hospital and Clinic
Sitting Bull College	Mobridge Senior Center
Standing Rock Tribal Courts and Juvenile Center	Mobridge Walworth County Community Health
Standing Rock Welfare	Mobridge Three Rivers Mental Health
Standing Rock Child Welfare	Mobridge IHS
Standing Rock Early Childhood	Mobridge Pollock Schools
Standing Rock Food Distribution	Mobridge Aberdeen Area Youth Regional Treatment Center Chief Gall Treatment Center
Standing Rock Treatment Program	McLaughlin Standing Rock Community Development
Standing Rock Housing Authority	McLaughlin Home Care Services of SD, Inc.
Lake Oahe Group Home	McLaughlin Child Protective Services
Mobridge Social Services	McLaughlin School District
Mobridge Bridges Against Domestic Violence	McLaughlin IHS
Mobridge Social Services	McLaughlin IHS
Mobridge Housing Authority	McLaughlin Pretty Bird Woman House
Mobridge Great Plains Youth Regional Treatment Center	

FACULTY NEEDED FOR THE BACHELOR OF SCIENCE IN SOCIAL WORK PROGRAM

In order to effectively run a Bachelor of Science in Social Work program, it is recommended by the National Council on Social Work Education (NCSWE), who is the accrediting body for the Bachelor of Science in Social Work degree on the National Level, that each Program has a minimum of two FTE Masters of Social Work or higher Instructors and a Director of the Social Work Program and Director of Field Education per the standards of accreditation by the NCSWE. If the program is a collaborative program with another institution, there needs to be a Program Coordinator also at the site that does not have a Director present. The incumbents must have earned their degree from a NCSWE accredited school. This accrediting body has very specific standards for educational entities to follow in order to be accredited and allow students the best education possible. Standards from the National Council on Social Work Education can be found in Appendix D within the Council on Social Work Education Commission on Accreditation Faculty Data standards document for the faculty and directors of the program. Accreditation Standards for Educational Policy 3.2.1, 3.2.2, B3.2.4, B3.3.5 respectively. Each faculty hired for the positions within the Bachelor of Science in Social Work program will be required to submit a Curriculum Vitae to the National Council on Social Work Education. Appendix D shows the format to be followed for the creation of each vitae.

The Bachelor of Science in Social Work program should be run according to NCSWE with a minimum of a Director of Social Work (25% FTE), a Director of Field Education (25% FTE) and two FTE Masters Level Social Work Faculty. After further discussion with NCSWE, it was determined that we can in fact allow combinations as long as the percent of FTE meets the requirements of NCSWE.

With the program in collaboration with Cankdeska, we are required to have a Program Coordinator at their location. The role of the Program Coordinator for the extended campus location will assist in the maintenance of a smooth running program. It is feasible to create a position utilizing the current full-time Social Work Instructor and combining it with a Program Coordinator position to maximize resources.

At Sitting Bull College Tifanie Reineke, MSW, would take on the role of the Program Director/Faculty position. It is proposed that that current Social Work Instructor from Cankdeska will take the position of Program Coordinator/Faculty for that location. There remains the need for one more full-time faculty in the program as the Field Director/Instructor.

At present, there are 11 social work courses being proposed covering 40 credits in specific social work instruction that will need to be covered by qualified instructors within the Bachelor of Science in Social Work program. Over the course of five years, there is projected to be additional positions open to meet compliance. In addition, the program may utilize adjunct instructors if needed to deliver the course content. The chart below shows the current status of faculty within the collaborative Bachelor of Science in Social Work program with Sitting Bull College and Cankdeska Community College, make note that there are three current positions that need to be filled within the program.

Faculty Member	Background Information
<p>Tifanie Reineke, MSW, LSW</p> <p>Program Director (25%), Social Work Instructor (75%)</p>	<p>Ms. Reineke is currently a Social Work Instructor and will soon be the Program Director for the Social Work Program at Sitting Bull College in addition to teaching. She holds her Master of Clinical Social Work degree from Walla Walla University and holds a Social Work License in the States of North Dakota and Minnesota. She has worked in the field of Social Work for 10 years and has been in the Human Services arena for 23 years.</p>

<p>GaLynn Lindemann, LSW, MSW, MBA, LCADC-I, BCPC, CMFSW, ADR, CCR</p> <p>Program Coordinator (25%), Social Work Instructor (75%)</p>	<p>Ms. Lindemann is currently a Social Work Instructor at Cankdeska Community College in Fort Totten, North Dakota who is joining Sitting Bull College through the collaborative Bachelor of Science in Social Work program as a Distance Education Instructor for the program and will soon be the Coordinator of the Bachelor of Science in Social Work program in addition to teaching. She has earned her Master's in Social Work degree from Texas A & M Commerce, and is currently working on her Doctorate of Social Work with Capella University. She holds a Social Work License in Texas with a North Dakota Social Work license in the reciprocity process at present. She has worked in the field of Social Work for more than 11 years.</p>
<p>Gillian Plenty Chief Potential Adjunct</p>	
<p>Alicia Gourd-Mackin, MSW, LCSW Potential Adjunct</p>	

Full-time Social Work Instructor Field Director 25% and Faculty 75%	
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PROGRAM BUDGET

The table below presents the expenses associated with the implementation of the Bachelor of Social accreditation. Upon completion of Benchmark I, there will be costs to proceed through Benchmark II and III through the National Council of Social Work Education and beyond for program accreditation. After completion of Benchmark I, II and III, the accrediting body determines our status in terms of accreditation. The full accreditation process can take three years to complete. Upon completion of this process there will be reaffirmation appointments and fees in order to maintain the program through accreditation. Fees associated with these future appointments are not set forth in this table as they are unknown at this time.

Program Budget for the Bachelor of Science in Social Work program at Sitting Bull College

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Full time faculty	\$43,990.00	\$45,309.70	\$46,668.99	\$48,069.06	\$48,511.13
Full time Faculty	\$43,990.00	\$45,309.70	\$46,668.99	48,069.06	\$48,511.13
Salary for full time Director includes Program Director and Director of Field Education	\$25,995.00 (half of full salary for first year as it is combined with an instructor position)	\$51,990.00 full salary position	\$53,549.70	\$55,156.19	\$56,810.88
Full-time Field Director	\$25,995.00 (half of full salary for first year as it is combined with an instructor position)	\$51,990.00 full salary position	\$53,549.70	\$55,156.19	\$56,810.88
Program Coordinator	\$23,495.00 (half of full salary for first year as it is combined with	\$46,990.00 full salary position	\$48,399.70	\$49,851.69	\$51,347.24

	an instructor position)				
Fringe Benefits (25% of each salary combined)	\$23,370.00	\$60,397.35	\$62,209.27	\$64,075.55	\$65,497.82
Supplies and Equipment	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
IVN Access	\$6,570	\$6,570	\$6,570	\$6,570	\$6,570
Travel	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Library	\$2500.	\$2500.	\$2500.	\$2500.	\$2500.
2 yearly events for Advisory	\$400	\$400	\$400	\$400	\$400
Speaker for events if utilized will cost per event per speaker	\$100	\$100	\$100	\$100	\$100
Program Total Costs	\$231,900+	\$323,556.75+	\$332,616.35+	\$341,947.74+	\$349,059.08+
Estimated Minimum # of Students per year at SBC location ONLY	15	15	10+	10+	10+
Revenue Generated by estimation- does not include \$ for students from Cankdeska location)	\$225,000+	\$225,000+	\$150,000+	\$150,000+	\$150,000+
Cost of Accreditation					
Accreditation-Candidacy Eligibility Fee	\$10,000	-	-	-	-
Commissioner Visit I Fee	\$5,000	-	-	-	-
Commissioner Visit II and III Fee	-	\$5,000	-	-	-
Initial Accreditation Fee	-	\$5,000	-	-	-

All Costs Associated with a Commissioner Visit times three including all prepaid coach airfare, hotel, ground transportation and meals per the requirement of the CSWE.	\$10,000	?	?	?	?
Annual Program Membership Dues to CSWE required by CSWE	\$1,473	\$1,777	?	?	?
Total Costs of Accreditation ONLY	\$26,473.+	\$11,777+	\$ Unknown, TBD by CSWE	\$Unknown, TBD by CSWE	\$ Unknown, TBD by CSWE

**Students pay \$1,800 per full time status per semester (\$3,600) per year at Sitting Bull College. This assumes no stop-outs and 100% retention.*

The costs of the program and the costs of Accreditation have been split above into two budgets. Make note, the number of students calculated into the budget are only the anticipated count from Sitting Bull College future enrollees, and does not include Cankdeska's anticipated student enrollees.

Anticipated Revenue Generated: With an estimated 15 students flowing from the current Human Services Associates program at Sitting Bull College into the Bachelor of Science in Social Work program, this will generate \$54,000 to the program from student tuition fees for the year for those 15 student's admissions. In addition, the Tribal Controlled Community College Act will put forth \$171,000 for those same 15 students for the year at a rate of \$5700 per student, per semester. If less than 15 students are enrolled in the program than those student numbers will be taken into calculation at \$5700 per student per semester under this Act. It is stated under Public Law 471 in the Tribally Controlled Community College Act of 1978 where each tribal college is allotted funding for each Native enrolled student within a program of study through a tribal college.

The Tribally Controlled Community College Act of 1978 under Public Law 95- 471, it states in summary that tribal colleges shall receive grant assistance to ensure stable funding in order for the colleges to continue providing higher education for Native students in order to assist their communities. Therefore, each year based on student enrollment in each program a specific dollar amount is granted per student enrolled per semester to the college. Since the enactment of this Act, the dollar amount has increased over the years.

The additional students in attendance from the Cankdeska location will also have an impact on dollars in revenue. These student numbers have not been placed in the chart above. Sitting Bull College will not gain the dollars generated from students through the loan process but will gain dollars for student numbers in attendance through the Tribally Controlled Community College Act of 1978 at the rate of \$5700 per student in attendance. Cankdeska will gain the dollars generated from students through the loan process.

Costs of the Program: Salaries are based upon the presence of a Master degree or above in Social Work and current ND Social Work Licensure as well as previous teaching and field experience and level of position being sought within Sitting Bull College's Bachelor of Science in Social Work program. Salary is also based upon the Faculty Salary Scale. Administration determines if salary increases are made on an annual basis or not. Within the chart above it shows a three percent living increase each year only for the next four years for each salary. Fringe Benefits are allotted at the rate of 25% of salaries per policy of Sitting Bull College Human Resources department. At the present time the current Social Work faculty salary and fringe benefits are paid through a five year grant through the Department of Education under Title III. This grant also is currently funding the accreditation costs for the Bachelor of Science in Social Work program.

Cankdeska Community College will be responsible for the salary and benefits for the Social Work Instructor/Coordinator at their location for the Bachelor of Science in Social Work program along with the costs associated with the Interactive Video Network system, office space, supplies and equipment at their location alleviating Sitting Bull College of such costs in the collaborative effort.

Supplies and Equipment, will cost \$6000 for both faculties for the program and the Directors, this includes each individual faculty/director gaining a phone, computer and printer for their office. The cost of a computer being replaced every 3-4 years is not available at this time due to future prices. This cost was estimated through the Director of Finances for Sitting Bull College. In addition, there will be costs associated for the Library to gain access to materials for utilization by instructors and students of the Social Work Program. Each location will accrue these costs for their library.

Access to a Interactive Video Network system is estimated to cost \$730 per month for the use of 1 lab as needed for educational purposes at the Sitting Bull College location. This cost was determined through the analysis of the Director of Finances for Sitting Bull College.

Travel per faculty and Director per year is \$1200. This cost has been set forth by Sitting Bull College for all faculty. Cankdeska Community College will be responsible for the travel expenses associated with the Instructor/Coordinator at their location.

If Sitting Bull College were to gain access to Adjunct Faculty the cost would be \$650 to \$750 per credit hour depending on the level of education the instructor holds.

Speakers for the program will cost \$100 per event. And two yearly Advisory meetings will cost \$400 per year.

Costs of Accreditation: Accreditation Candidacy cost is \$10,000. This fee is for the eligibility stage of Accreditation Candidacy. A letter of application of intent will also need to be placed to the National Council on Social Work Education along with this fee by March 31, 2017 per the requirements of the NCSWE for Accreditation.

The NCSWE requires that each program is responsible for the costs associated with each Commissioner Visit which is to include cost coverage for round trip airfare by Coach, hotel costs, ground travel costs, and meal costs. There is a minimum of three visits in the initial phase of program start up. The site visits will continue as determined and set forth by the NCSWE. This requirement can be found on the Candidacy Fees and Related Expenses document in Appendix E under number 8, "Commissioner Visit Expenses".

As a program in collaboration with another institution, it is required by the NCSWE that we go through the accreditation process together and apply as one program and pay fees as one program to keep things consistent and in order.

The Program Membership dues with the NCSWE are required on an annual basis and may change over time and are based upon the number of graduates from the program as well as reporting current information to the NCSWE on time with the most recent updates. The fee schedule and changes summary can be found in Appendix E under the "Candidacy Fees and Related Expenses", and the "CSWE Department of Social Work Accreditation", and the "Program Membership Categories and Dues".

Benchmark I, II and III costs will be determined by the NCSWE as each program is established differently. The costs documentation for these phases can be found in Appendix E under the "Candidacy Fees and Related Expenses". Upon completion of the Candidacy portion of Accreditation, there are future workshop attendance options for the Reaffirming Accreditation Status. The reaffirming opportunity will not be calculated into the budget at this time, as this cost may change over time. Therefore, there is a "+" to mark the cost for the year could be higher for the total cost for the program. In addition, Benchmark I and II costs are not listed due to the fact that these costs are not currently known nor have they been presented by the National Council on Social Work Education (NCSWE). The Annual Program Membership Dues to NCSWE that are required also are not stated after the two-year mark due to changes in fees in upcoming years that have not been presented by NCSWE at this time.

Additional Costs that Need to be Decided Upon: In addition, all faculty for the Bachelor of Science in Social Work program are required to be licensed social workers. Therefore, it is vital that these employees are allowed without penalty to take part in Continuing Education Opportunities for their field. Each year the licensees are to earn CEU credits and are required to report them to the Board of Social Work every two years at license renewal time. The required CEU's needed depends on the licensure the individual holds and ranges from 30-40 per two-year block. These CEU opportunities can be costly to the individual needing to attend them, however it is mandatory in order to maintain licensure and be employed in the field of Social Work. Considering the location of Sitting Bull College, the CEU opportunities will require traveling to attend as there are no such opportunities in the rural area. The costs of this travel along with the costs of attendance to the events will need to be looked at by Sitting Bull College to determine if such expenses would be covered by the college or if this will be something that each individual will need to cover on their own. These expenses are currently not logged into this report as this is a topic that has not been discussed at this time for program expenses.

NON-FINANCIAL RESOURCES NEEDED

Outside of funding, the Bachelor of Science in Social Work program will require the following:

- Course Numbering for compliance
- Official partnership agreement with Sitting Bull College Library where educational materials and archives can be housed, accessed and produced for usage by students and faculty.
- Desired collaborative agreement with Cankdeska Community College in Fort Totten, North Dakota and partnership agreement with their Library where educational materials and archives can be housed, accessed and produced for usage by students and faculty.
- Access to online and hybrid course usage in addition to classroom contact hours.
- Classroom space for classes and access to a Interactive Video Network system as needed as well as computer and monitors for classroom usage.
- Means of student transportation to off-campus class sites as needed.
- Office space for Faculty and Director to work outside of the classroom.
- Access to educational texts through a publishing company that carries the necessary materials needed.
- Access for Faculty to attend CEU opportunities approved by the Board of Social Work to maintain licensure in order to remain qualified for the position.
- Internship sites with agencies and staff willing to take on interns in Social Work.
- Student, Faculty and Directors access to the Internet through Sitting Bull College Account, with Cankdeska having access through their own account.

PROGRAM DEVELOPMENT

Prior to getting the Bachelor of Science in Social Work program started, the proposed program must gain approval from the Sitting Bull College Curriculum Committee which meets once a month, then proceed to the Governance Committee for approval which meets the last week of each month, then proceed to the Board of Trustees for approval which meets the first week of every month. Upon gaining approval from all three of these entities, then the proposed program can apply to the National Council on Social Work Education for Candidacy Status and write the Bench Mark I documents.

According to the Council on Social Work Education's Timetable for Accreditation and the Candidacy process along with the progression of the development of the Social Work Bachelor Program at Sitting Bull College along with the additional hiring of faculty members, it is estimated that the program will be ready to be implemented Spring 2018 at the earliest. Sitting Bull College will need to follow the Timetable for Candidacy in order to progress through the Benchmarks adequately to gain full accreditation of the program. Until full accreditation is awarded the school can function at Candidacy Status with the program as approved to do so by the NCSWE. This Timetable can be found in Appendix B, "Timetable for Candidacy-2015 EPAS June 2016 Agenda". After the approval from the NCSWE, Sitting Bull College will still need to go through the Higher Learning Commission for the approval of

implementing the Bachelor of Science in Social Work program. This approval process could take up to six months to go through and gain a response. Once this approval is gained, then Sitting Bull College can start enrolling students into the program. The following is a quick view of what is taking place over the course of Accreditation.

Event	By Date
Register for Candidacy Workshop and Make Reservations for Current Faculty to attend	Jan 20, 2017
Approval through Sitting Bull College Curriculum Committee	March 23, 2017
Approval through Governance Committee at Sitting Bull College	Last week of March 2017
Candidacy Workshop and gain access to individual accreditation specialist upon attendance	Feb. 24, 2017
Approval through Board of Trustees at Sitting Bull College	April 6, 2017
Application to the National Higher Learning Commission for Institutional Variance and Substantive Change for collaboration agreement.	HLC approval has to be received before moving forward.
Achieve HLC approval	Date unknown
Letter of Application of Intent to CSWE along with Candidacy Fee	May 1, 2017
Draft Benchmark I Submitted to CSWE	May 31, 2017
Commissioner Visit I Fee due	Jan 1, 2018
Submission of Benchmark I final and Benchmark I Review Brief Form	One Month Before Commissioner Visit I, Feb. 1, 2018
Benchmark Visit I occurs and Costs are covered by Sitting Bull College for Commissioner Visit	Between March 1, 2018 and May 31, 2018
Sitting Bull College and Social Work Department responds to the Benchmark I Review Brief Form	Within 2 weeks of receiving the Benchmark I Review Brief Form
Commission then meets to review for Candidacy Status at	Oct. 2018

their Commission Meeting in Virginia	
First Class of Students Admitted to Program	Fall 2019
Commissioner Visit II fees due	Jan. 1, 2019
Sitting Bull College submits Benchmark II and Benchmark II Review Brief Form	One Month before the Commissioner visit, Feb. 1, 2019
Commissioner Visit II Occurs and costs of Commissioner visit is covered by Sitting Bull College	Between March. 1, 2019 and May 31, 2019
Sitting Bull College responds to Benchmark II Review Brief Form	Within 2 weeks of receiving the Benchmark II Review Brief Form
Commissioner Review for 2 nd Year of Candidacy Status in Virginia office at annual Commissioner Meeting	Oct. 2019
Eligibility for Initial Accreditation Form Due	Nov. 1, 2019
Initial Accreditation Fee Due	April 1, 2020
Program submits Benchmark III and Initial Accreditation Self Study	One Month before Commissioner Visit, Feb. 1, 2020
Program submits Benchmark III Review Brief and Initial Accreditation Review Brief Form	One Month before Commissioner Visit
Commissioner visit III occurs	Between March 1, 2020 and May 31, 2020
Program Responds to the Accreditation Review Brief Form Due	Within 2 weeks of receiving the Accreditation Review Brief Form
First Class in Program Expected to Graduate	December 2020
Commission reviews and meets in Virginia for Initial Accreditation of the Social Work Program at Sitting Bull College	Oct. 2020
Reaffirmation Workshop with NCSWE along with paperwork due and potential site visit.	Future Date Unknown

Prior to applying for candidacy from NCSWE, Sitting Bull College will need to get approval in writing from the Higher Learning Commission for the substantive change and collaboration agreement. During this time the finalization of the collaborative agreement with Cankdeska Community College will take place. Once Sitting Bull College has applied for Candidacy to the National Council of Social Work Education, it is then required that all faculty for the program be hired by the first commission visit date per the requirements of the NCSWE. Once these faculties are hired, the program will be ready to start implementing courses within the Social Work Major at Accreditation Candidacy Status upon approval from NCSWE. The full accreditation process takes 3 years to complete with more benchmarks to follow for reaffirmation status.

PROGRAM OUTCOMES ASSESSMENT

Per Sitting Bull College's standards on Education, the Bachelor of Science in Social Work program will be processed through the Assessment Committee in order to determine that adequate program assessment is set forth for the program within the college. The Bachelor of Science in Social Work Assessment Plan outlines how the program outcomes shall be met through the conclusion of each student's program of study and how each outcome is anticipated to be assessed.

Upon each midterm of each course there will be a course evaluation completed by each student in the program. At the end of the Bachelor of Science in Social Work program, each student will complete a Student Exit Evaluation of the program. During the course of the program, each student will be assessed within each course through testing, course evaluations, presentations, course assignments and the internship evaluations. Each Internship site will also conduct a Field Education Evaluation Form on each student in placement.

BACHELOR OF SCIENCE IN SOCIAL WORK ASSESSMENT PLAN

This program is designed for students seeking knowledge and expertise in the field of Social Work at the Bachelor level. The curriculum of this program includes instructional strategies, intervention methodologies, assessment techniques, theories of practice, and the impact of family and cultural diversity on social work practice. All courses of the program are directly aligned with the National Council on Social Work Education (NCSWE) and the North Dakota University System, State Board of Higher Education. The degree program has embedded practice experiences throughout the coursework and a final internship for hands on learning. Upon successful completion of the program of study and internship, the student will be ready to register for the Board of Social Work Exam in North Dakota.

The following chart displays the program assessment plan for the Bachelor of Science in Social Work program at Sitting Bull College. This assessment plan will be processed through the Assessment Committee at Sitting Bull College in order to ensure adequate assessment is completed on the program.

Program Mission Statement: Guided by the Lakota/Dakota culture, values and language the Bachelor of Science in Social Work program at Sitting Bull College will prepare students for generalist social work practice with individuals, families, groups, organizations and communities in rural and urban settings through a holistic approach.					
Program Outcomes	Measurement Tool (who, what, how, when)	Measurement Goal (expected results)	Findings (actual results)	Analysis of Data (what students learned and what they didn't learn)	Action or Recommendation Action Taken for: Proposed Action for:
Outcome 1: The student will display professional and ethical demeanor throughout their program of study by putting into practice professional and ethical behavior learned in the program.	1A. The program instructors will assess student's ability to practice and uphold ethical and professional behavior through a five-point disposition checklist completed at the beginning, middle, and end of degree plan.	1A. The student will score an average of one point or higher on the five-point disposition checklist from pre to post assessment. (middle assessment is for progress only)			
	1B. The student will self-assess his/her ability to practice and uphold ethical and professional behavior through a five-point disposition checklist completed at the beginning, middle, and	1B. The student will score an average of one point or higher on the five-point disposition checklist from pre to post assessment. (middle assessment is for progress only)			

	end of degree plan.				
	1 C. The field supervisor will complete the section on professional and ethical behavior on the field evaluation form at the end of the student's internship.	1 C. The student will score a "3" or higher on professionalism and ethical behavior on the field evaluation form.			
	1 D. The student will complete the section on professional and ethical behavior on the field evaluation form at the end of his/her internship.	1D. The student will score a "3" or higher on professionalism and ethical behavior on the field evaluation form.			
Outcome 2: The student will demonstrate knowledge and sensitivity of global cultures/ethnicities and an awareness of diverse engagement with a focus on the Lakota/Dakota culture.	2A. The program instructor will assess a project during the student's senior year using a 5 point rubric.	2A. The student will score a "3" or higher on the semester project.			
	2B. The program instructors will assess student's respect for their culture and the culture of others through a five-	2B. The student will score an average of one point or higher on the five-point disposition checklist from pre to post			

	point disposition checklist completed at the beginning, middle, and end of degree plan.	assessment. (middle assessment is for progress only)			
	2 C. The field supervisor will complete the section on the cultural diversity within the student's practices on the field evaluation form at the end of the student's internship.	2 C. The student will score a "3" or higher on the diversity component of the field evaluation form.			
Outcome 3: The student will participate in positive social change and social justice practices throughout the program of study.	3A. The field supervisor will assess the student on section 3 of the field education evaluation form.	3A. Student will earn a score of "3" or higher on section 3 of the field education evaluation form.			
	3B. The program instructor will assess a project during the student's senior year using a 5 point rubric.	3B. The student will score a "3" or higher or higher on the semester project.			
Outcome 4: The student will engage in evidence based practice methods of study throughout the program and internship opportunity.	4A. The program instructor will assess the student through a research paper in evidence based social work research during the student's junior	4A. The student will score a "3" or higher on the research paper.			

	year using a 5 point research rubric.				
	4B. The field supervisor will assess the student on section 4 of the field education evaluation form.	4B. The student will score a "3" or higher on section 4 of the field education evaluation form.			
Outcome 5: Students will engage in policy practice through policy reviews and analysis.	5A. The program instructor will assess a project during the student's senior year through a 5 point rubric.	5A. The student will score a "3" or higher on the project.			
	5B. The field supervisor will assess the student on section 5 of the field education evaluation form.	5B. The student will score of "3" or higher on section 5 of the field education evaluation form.			
Outcome 6: The student will demonstrate a variety of engagement methods when working with individuals, families, groups, organizations and communities.	6A. The program instructor will assess the student's ability to perform engagement activities with various groups on a 5 point rubric during a class project/presentation.	6A. The student will score a "3" or higher on the presentation rubric.			
	6B. The field supervisor will assess the student on section 6 of the field education	6B. The student will score a "3" or higher on section 6 of the field education evaluation form.			

	evaluation form.				
Outcome 7: Students will demonstrate their ability to assess individuals, families, groups, organizations and communities.	7A. The program instructor will rate the student's assessment skills using a 5-point rubric during the student's junior and senior year.	7A. The student will score a "3" or higher on the 5-point rubric. The student will make a one point improvement from junior to senior year.			
	7B. The field supervisor will assess the student on section 7 of the field education evaluation form.	7B. The student will score a "3" or higher on section 7 of the field education evaluation form.			
Outcome 8: The student will utilize a variety of intervention strategies when working with individuals, families, groups, organizations and communities.	8A. The program instructor will assess the student's intervention abilities using a 5-point rubric during the student's junior and senior year.	8A. The student will score a "3" or higher on the 5-point rubric. The student will make a one-point improvement from junior to senior year.			
	8B. The field supervisor will assess the student on section 8 of the field education evaluation form.	8B. The student will score a "3" or higher on section 8 of the field education evaluation form.			
Outcome 9: Students will demonstrate a variety of evaluation methods to utilize while working with	9A. The program instructor will assess the student on a 5-point rubric using a case	9A. The student will score a "3" or higher on the 5-point rubric.			

individuals, families, groups, organizations and communities.	scenario during the student's junior or senior year.				
	9B. The field supervisor will assess the student on section 9 of the field education evaluation form.	9B. The student will score of "3" or higher on section 9 of the field education evaluation form.			

Student Learning Objectives Assessment

The Student Learning Objectives Assessment can be found in Appendix F. The Student Learning Objectives Assessment is combined with the Bachelor of Science in Social Work Program Assessment. The competencies here within are standards that need to be met set forth by the requirements of the National Council on Social Work Education (NCSWE) in order for the program to be accredited and for students to be licensed as social workers upon completion of the program and passing of the board exam. Through careful planning of the curriculum and teaching of this program all nine competencies shall be met by the successful completion of each student's degree plan. Further information in regards to the Student Learning Objectives Assessment of the Bachelor of Science in Social Work program under the Accreditation of the National Council on Social Work Education can be found in Appendix F.

PROGRAM PLANNING SUMMARY

Through the program planning of the Bachelor of Science in Social Work program at Sitting Bull College it is estimated that this program will be ready to begin at the earliest Spring 2018. However, this program will need to have the approvals of the Sitting Bull College Curriculum Committee, the Governance Committee and the Board of Trustees prior to applying to the National Council of Social Work Education prior to allowing students to enroll and the approval of the Higher Learning Commission. There are several steps that need to take place prior to being granted the approval from the NCSWE. Within this, there are several deadline dates that require attention through this candidacy and accreditation process. The Bachelor of Science in Social Work program will have specific guidelines to follow in order to maintain candidacy and accreditation. Financial Resources as well as Non-Financial Resources need to be available as soon as possible for this program to be implemented. At present there are students ready and interested in enrolling in the Bachelor of Science in Social Work program at both the Cankdeska and Sitting Bull College locations. This program will allow students to gain a professional career to work within their local communities and within the Standing Rock Region and Spirit Lake Region as well as in other locations as they desire while allowing them to stay close to home for support, financial reasons and to maintain their responsibilities to their families. This program will

also allow students easier access to an education they desire that is affordable and within their reach. It is with great desire the Standing Rock Region and surrounding communities wish this program to be available within our tribal college along with the collaborative efforts of Cankdeska Community College.

REFERENCES

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Appendix A
Program Mission and Outcomes

PROGRAM MISSION AND OUTCOMES

Mission of the Bachelor of Science in Social Work program at Sitting Bull College

Guided by the Lakota/Dakota culture, values and language the Bachelor of Science in Social Work program at Sitting Bull College will prepare students for generalist social work practice with individuals, families, groups, organizations and communities in rural and urban settings through a holistic approach.

Student Program Outcomes (competencies):

By the conclusion of this program:

1. The student will display professional and ethical demeanor throughout their program of study by putting into practice professional and ethical behavior learned in the program.
2. The student will demonstrate knowledge and sensitivity of global cultures/ethnicities and an awareness of diverse engagement with a focus on the Lakota/Dakota culture.
3. The student will participate in positive social change and social justice practices throughout the program of study.
4. The student will engage in evidence based practice methods of study throughout the program and internship opportunity.
5. Students will engage in policy practice through policy reviews and analysis.
6. The student will demonstrate a variety of engagement methods when working with individuals, families, groups, organizations and communities.
7. Students will demonstrate their ability to assess individuals, families, groups, organizations and communities.
8. The student will utilize a variety of intervention strategies when working with individuals, families, groups, organizations and communities.
9. Students will demonstrate a variety of evaluation methods to utilize while working with individuals, families, groups, organizations and communities.

Appendix B

Timetable for Candidacy-2015 EPAS

October Agenda

Council on Social Work Education

Commission on Accreditation

Timetable for Candidacy -2015 EPAS

October ____ Agenda Council on Social Work Education Commission on Accreditation

Commissioner Visit I		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Submit Letter of Institutional Intent, Candidacy Eligibility Application Form, and Candidacy Eligibility Fee (if not submitted, program will be invoiced)	No later than May 31, ____	The program sends one (1) copy to the Director of OSWA.
Letter of Institutional Intent and Eligibility Application Form approved by Accreditation Specialist	No later than August 30, ____	-----
Draft Benchmark I submitted by program	No later than August 30, ____	The program sends one (1) copy to the Accreditation Specialist/Associate
Approval of Draft Benchmark I by Accreditation Specialist	No later than October 1, ____	-----
Program invoiced for Commissioner Visit I	November 1, ____	-----
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit I	November 15, ____	-----
Commissioner Visit I fee due	January 1, ____	-----
Program submits Benchmark I	One month before Commissioner Visit I	The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark I Review Brief Form	One month before Commissioner Visit I	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to the Accreditation Specialist/Associate.
Commissioner Visit I Occurs	March 1, ____ – May 31, ____	-----
Commission Visitor submits the Benchmark I Review Brief Form	Within 2 weeks of the last day of the Commissioner Visit	The commissioner sends one (1) electronic copy to the program's Accreditation Specialist/Associate.
Program Response to the Benchmark I Review Brief Form Due	Within 2 weeks of receiving the Benchmark I Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.
Commission Review for Candidacy	October ____ Commission Meeting	-----

Commissioner Visit II		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Program invoiced for Commissioner Visit II	November 1, ____	-----
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit II	November 15, ____	-----
Commissioner Visit II fee due	January 1, ____	-----
Program submits Benchmark II	One month before the Commissioner Visit	The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark II Review Brief Form	One month before the Commissioner Visit	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate.
Commissioner Visit II Occurs	March 1, ____ - May 31, ____	-----
Commission Visitor submits the Benchmark II Review Brief Form	Within 2 weeks of the last day of the Commissioner Visit	The commissioner sends one (1) electronic copy to their Accreditation Specialist/Associate.
Program Response to the Benchmark II Review Brief Form Due	Within 2 weeks of receiving the Benchmark II Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.
Commission Review for 2 nd Year of Candidacy Status	October ____ Commission Meeting	-----

Commissioner Visit III		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Program invoiced for Initial Accreditation Eligibility fee	October 15, ____	-----
Eligibility for Initial Accreditation Form Due	November 1, ____	The program sends one (1) copy to its Accreditation Specialist/Associate.
Initial Accreditation Eligibility fee due	November 1, ____	-----
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit III	November 15, ____	-----
Program invoiced for Initial Accreditation fee	March 1, ____	-----
Initial Accreditation fee due	April 1, ____	-----
Program submits Benchmark III and Initial Accreditation Self Study	One month before the Commissioner Visit	The program sends three (3) paper copies to its Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark III Review Brief and Accreditation Review Brief Form	One month before the Commissioner Visit	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to its Accreditation Specialist/Associate.
Commissioner Visit III Occurs	March 1, ____ – May 31, ____	-----
Commission visitor submits the Benchmark III Review Brief	Within 2 weeks of the last day of the Commission Visit	The commission visitor sends one (1) electronic copy and one (1) paper copy to its Accreditation Specialist/Associate.
Program Response to the Accreditation Review Brief Form Due	Within 2 weeks of receiving the Accreditation Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to its Accreditation Specialist/Associate.
Commission review for Initial Accreditation	October ____ Commission Meeting	-----

Appendix C
Proposed Course Syllabi

300 Child Welfare**Face to Face****Fall Semester****Course Syllabus:****Course Information:**

SWK 300 Child Welfare

Prerequisite: None

3 Semester Credits

Fall

Meeting Time: This session is a face to face course of study in which completed work will be submitted in class to the instructor. Class will be meeting on TBD

Instructor: Tifanie Reineke, LSW, MSW

Office: STC Room 113

Office Hours: Monday 8:30-10:30, Tuesday 8:30-2:30, Wednesday 8:30-10:30 and 12-4, Thursday 8:30-1:30 and Friday by appointment.

Work Phone: 701-854-8032

E-mail: tifanie.reineke@sittingbull.edu

Course Textbook: *Family Assessment Handbook: An Introductory Practice Guide to Family Assessment, 4th Edition.* Barbara Thomlison, ISBN-13: 9781285443973.

And, *Child Welfare: Policies and Best Practices, 2nd Edition.* Jannah Mather/Patricia B. Lager/Norma J. Harris, ISBN-13: 9780495004844

Course Description:

This course examines issues of child and family welfare in the context of national, state, and local policy and practice. Social and economic justice are examined as they relate to interventions with children and families.

Course Objectives: Upon completion of this course the student will:

- Have an awareness of their own personal and tribal history that impacts them daily as well as the families within the tribe and surrounding community.
- Be able to look forward and utilize their knowledge to create a positive environment for the families they serve.
- Utilize techniques in helping children and families work through trauma.

- Explore the development and implementation of ICWA.
- Speak with an elder and hear and analyze their view of their tribal history and how ICWA has impacted their view within the tribe.
- Explore the history of abuse within the tribe historically verses today's generational experiences.
- Explore the philosophical, ethical and legal mandates of child welfare with a special emphasis on child abuse and neglect assessment.
- Explore how to provide wraparound strength-based case management services.
- Have an awareness of the knowledge and skills in working with the legal system including understanding the role of the Indian Child Welfare Act and providing testimony in court.
- Have an understanding of how to work with children and families in out-of-home care with emphases on attachment and separation issues, concurrent and permanency planning, visitation, reunification and providing support to the foster family.

Social Work Program Outcomes:

- The student will demonstrate knowledge of their community and environment including its:
 - a. History
 - b. Role Identification
 - c. Legal and Ethical Issues
 - d. History of abuse and trauma verses modern age experiences
- The student will apply systematic procedures to identify problems, provide therapeutic supportive and preventative services within the context of trauma and the family.
- The ICWA law and the policies surrounding this law.

Student Institutional Outcomes:

- Student will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Cultural Relevancy Activity:

- Describe the functions of Native American professionals working with victims of trauma and the family environment.
- Interview a tribal elder and analyze their view of tribal history and the ICWA law.
- Research when and how ICWA came about within the Native population.
- Write a paper on the history of Native American life in the context of domestic violence historically and in modern day times.
- Identify cultural differences and how this may influence the delivery of Human Services.

- Gain respect for cultural diversity and honor the circle of life.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, or computers for anything other than class note taking is prohibited. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the classroom is of unimportance in that your full attention is not present. If you choose to disregard this classroom policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.
- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by reading the material assigned, being prepared for class sessions, taking part in the discussion during class with appropriate and non-judgmental comments and completing the assignments and tests on time.

Cancellation of Class:

- Classes will be canceled if the weather is too dangerous for travel. Students will be notified through the SBC Alert System. Please be sure you sign up for this as it is your responsibility.

Teaching Method:

- This course uses a variety of learning tools including reading, discussion, exercises and writings.
- This course is a face to face course, which means that you will learn within the classroom environment and with your peers.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life.

Class Participation:

- There is to be no personal attack on others within this course or on campus. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from

attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.

- You are expected to take part in class activities and discussions.
- You are expected to be present in class on time until the end of the session. If you need to leave early for any reason, you will need to speak with the instructor prior to class.
- Each class period will start with a discussion question. If you are late for class you will not have an opportunity to complete the written discussion question and earn points. These questions are worth 5 points each class period and will only be given at the start of class.

Course Outline:

Each week we will be going through a chapter of our book and having extensive discussion in regards to the contents. You will have assignments to complete and at the conclusion of our chapter work, there will be a test or quiz. At the start of each class those in attendance on time will have a discussion question to complete for 5 pts. Those who are late will not have this opportunity.

Policy on Late Assignments:

- In order to complete this course successfully it is recommended that you attend each class on time, complete the assignments on time by the due date and participate each day.
- However, I will accept an assignment up to 24 hours after the due date of that particular assignment. During this 24 hour period after the assignment was due is the 24 Hour Penalty
- Date. **During this 24 hour time frame an assignment will be accepted with a 1/5 of the maximum points deducted even before it is looked at by the instructor.** Example of this is if an assignment is worth 100 points and it is submitted during that 24 hour penalty date time frame, then the assignment can only be worth 80 points before being graded. The final grade could be lower once it is evaluated by the instructor. A grace period of 1 week will also be given. During this grace week, the assignment is only worth 50% of the original points before being evaluated by the instructor. After this grace period it will be classified as an automatic zero.

Student Evaluation Measures:

- There will be assignments and tests for the material in this course in order to evaluate your understanding.
- Chapter tests/quizzes: You will be given a chance to retake a quiz or test, but understand that your lowest score will be dropped. These quizzes/tests are timed at 40 minutes and need to be completed within that time frame. You should be prepared to take these evaluations prior to starting. The tests consist of 20 multiple choice questions, true/false or short answer questions that will evaluate your knowledge and understanding of the material.
- The Final Exam will also need to be taken and will be given at the end of the semester. You are required to attend. If you chose not to attend it will have a dramatic effect on your final grade.
- Any cheating will result in a zero grade with no exceptions.
- Class attendance is necessary. You will be required to be on time and to be present the entire session unless approval was given beforehand to leave early.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 3/20/17

SWK 330 Human Behavior and the Social Environment**Face to Face****Spring Semester****Course Syllabus:****Course Information:**

SWK 330 Human Behavior and the Social Environment

Prerequisite: None

3 Semester Credits

Spring

Meeting Time: This session is a face to face course of study in which completed work will be submitted in class to the instructor. Class will be meeting on TBD**Instructor:** Tifanie Reineke, LSW, MSW**Office:** STC Room 113**Office Hours:** Monday 8:30-10:30, Tuesday 8:30-2:30, Wednesday 8:30-10:30 and 12-4, Thursday 8:30-1:30 and Friday by appointment.**Work Phone:** 701-854-8032**E-mail:** tifanie.reineke@sittingbull.edu**Course Textbook:** Understanding Human Behavior and the Social Environment, 10th Edition, Charles Zastrow/Karen K. Kirst-Ashman. ISBN13: 9781305101913**Course Description:**

This course reviews the bio-psycho-social-cultural aspects of human development across the life span within the context of Generalist Practice. Students will apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to provide social work across the life span.

Course Objectives: Upon completion of this course the student will:

- Have an understanding of how every environment has an impact on the individuals who populate it.
- Have an understanding on how human behavior plays a part in what occurs within an environment.
- Have explored how the usage of drugs and alcohol have affected the Native People in the area and their communities.
- Look at the power of Talking Circles from a therapeutic stand point.

- Have an understanding of diversity within the World and its impact on the Globe.
- Have the ability to engage in social environments through positive impact.

Social Work Program Outcomes:

- The student will demonstrate knowledge of their community and environment including its:
 - e. Social impact
 - f. Role Identification
 - g. Legal and Ethical Issues
 - h. Diversity within the World
- The student will apply systematic procedures to identify problems, provide therapeutic supportive and preventative services.

Student Institutional Outcomes:

- Student will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Cultural Relevancy Activity:

- Describe the functions of Native American professionals working with victims of trauma.
- Identify cultural differences and how this may influence the delivery of Human Services.
- Write a paper on how drugs and alcohol have affected the Native population and the community as a whole.
- Explore talking circles in the Native culture.
- Gain respect for cultural diversity and honor the circle of life.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, or computers for anything other than class note taking is prohibited. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the classroom is of unimportance in that your full attention is not present. If you choose to disregard this classroom policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.

- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by reading the material assigned, being prepared for class sessions, taking part in the discussion during class with appropriate and non-judgmental comments and completing the assignments and tests on time.

Cancellation of Class:

- Classes will be canceled if the weather is too dangerous for travel. Students will be notified through the SBC Alert System. Please be sure you sign up for this as it is your responsibility.

Teaching Method:

- This course uses a variety of learning tools including reading, discussion, exercises and writings.
- This course is a face to face course, which means that you will learn within the classroom environment and with your peers.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life.

Class Participation:

- There is to be no personal attack on others within this course or on campus. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.
- You are expected to take part in class activities and discussions.
- You are expected to be present in class on time until the end of the session. If you need to leave early for any reason, you will need to speak with the instructor prior to class.
- Each class period will start with a discussion question. If you are late for class you will not have an opportunity to complete the written discussion question and earn points. These questions are worth 5 points each class period and will only be given at the start of class.

Course Outline:

Each week we will be going through a chapter of our book and having extensive discussion in regards to the contents. You will have assignments to complete and at the conclusion of our chapter work, there will be a test or quiz. At the start of each class those in attendance on time will have a discussion question to complete for 5 pts. Those who are late will not have this opportunity.

Policy on Late Assignments:

- In order to complete this course successfully it is recommended that you attend each class on time, complete the assignments on time by the due date and participate each day.
- However, I will accept an assignment up to 24 hours after the due date of that particular assignment. During this 24 hour period after the assignment was due is the 24 Hour Penalty
- **Date. During this 24 hour time frame an assignment will be accepted with a 1/5 of the maximum points deducted even before it is looked at by the instructor.** Example of this is if an assignment is worth 100 points and it is submitted during that 24 hour penalty date time frame, then the assignment can only be worth 80 points before being graded. The final grade could be lower once it is evaluated by the instructor. A grace period of 1 week will also be given. During this grace week, the assignment is only worth 50% of the original points before being evaluated by the instructor. After this grace period it will be classified as an automatic zero.

Student Evaluation Measures:

- There will be assignments and tests for the material in this course in order to evaluate your understanding.
- Chapter tests/quizzes: You will be given a chance to retake a quiz or test, but understand that your lowest score will be dropped. These quizzes/tests are timed at 40 minutes and need to be completed within that time frame. You should be prepared to take these evaluations prior to starting. The tests consist of 20 multiple choice questions, true/false or short answer questions/essay that will evaluate your knowledge and understanding of the material.
- The Final Exam will also need to be taken and will be given at the end of the semester. You are required to attend. If you chose not to attend it will have a dramatic effect on your final grade.
- Any cheating will result in a zero grade with no exceptions.
- Class attendance is necessary. You will be required to be on time and to be present the entire session unless approval was given beforehand to leave early.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 11/21/16

SWK 335 Social Work Methods I, Work with Individuals and Families**Face to Face****Spring Semester****Course Syllabus:****Course Information:**

SWK 335 Social Work Methods I, Work with Individuals and Families

Prerequisite: SOC 220 and admission to the Social Work Program.

3 Semester Credits

Spring

Meeting Time: This session is a face to face course of study in which completed work will be submitted in class to the instructor. Class will be meeting on TBD

Instructor: Tifanie Reineke, LSW, MSW

Office: STC Room 113

Office Hours: Monday 8:30-10:30, Tuesday 8:30-2:30, Wednesday 8:30-10:30 and 12-4, Thursday 8:30-1:30 and Friday by appointment.

Work Phone: 701-854-8032

E-mail: tifanie.reineke@sittingbull.edu

Course Textbook: "Generalist Social Work Practice: Intervention Methods", 1st Edition, Joseph Walsh. ISBN-13: 9780534641306

Course Description:

This course applies knowledge, values, and skills for entry level Generalist Practice Social Work with individuals and families using evidence-based skills and interventions. Students will develop skills to engage, assess, plan, intervene, and evaluate social work practice with individuals and families.

Prerequisites: SOC 220 and admission to the Social Work Program.

Course Objectives: Upon completion of this course the student will:

- Be able to utilize and demonstrate skills and knowledge for entry level social work practice with individuals and families.
- Be able to demonstrate evidence based practices and interventions through the helping process while working with a variety of populations including Native Americans.
- Be able to assess, plan, engage clients, intervene and evaluate within the scope of social work practice across a variety of populations.

- Be able to assess the differences between the Native population and the general population and how best to intervene when working with Native Americans through service delivery.

Social Work Program Outcomes:

- The student will demonstrate knowledge of evidence based practices within the helping profession.
- The student will apply systematic procedures to identify problems, provide therapeutic supportive and preventative services.
- The student will demonstrate ethical and professional behavior.
- The student will demonstrate their ability and willingness to engage with individuals and families.
- The student will demonstrate their ability to assess and evaluate through their work with individuals and families.
- The student will demonstrate their ability to intervene with individuals and families.

Student Institutional Outcomes:

- Student will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Cultural Relevancy Activity:

- Describe the functions of Native American professionals working with victims of trauma.
- Identify cultural differences and how this may influence the delivery of Human Services.
- Gain respect for cultural diversity and honor the circle of life.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, or computers for anything other than class note taking is prohibited. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the classroom is of unimportance in that your full attention is not present. If you choose to disregard this classroom policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.

- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by reading the material assigned, being prepared for class sessions, taking part in the discussion during class with appropriate and non-judgmental comments and completing the assignments and tests on time.

Cancellation of Class:

- Classes will be canceled if the weather is too dangerous for travel. Students will be notified through the SBC Alert System. Please be sure you sign up for this as it is your responsibility.

Teaching Method:

- This course uses a variety of learning tools including reading, discussion, exercises and writings.
- This course is a face to face course, which means that you will learn within the classroom environment and with your peers.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life.

Class Participation:

- There is to be no personal attack on others within this course or on campus. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.
- You are expected to take part in class activities and discussions.
- You are expected to be present in class on time until the end of the session. If you need to leave early for any reason, you will need to speak with the instructor prior to class.
- Each class period will start with a discussion question. If you are late for class you will not have an opportunity to complete the written discussion question and earn points. These questions are worth 5 points each class period and will only be given at the start of class.

Course Outline:

Each week we will be going through a chapter of our book and having extensive discussion in regards to the contents. You will have assignments to complete and at the conclusion of our chapter work, there will be a test or quiz. At the start of each class those in attendance on time will have a discussion question to complete for 5 pts. Those who are late will not have this opportunity.

Policy on Late Assignments:

- In order to complete this course successfully it is recommended that you attend each class on time, complete the assignments on time by the due date and participate each day.
- However, I will accept an assignment up to 24 hours after the due date of that particular assignment. During this 24 hour period after the assignment was due is the 24 Hour Penalty
- Date. **During this 24 hour time frame an assignment will be accepted with a 1/5 of the maximum points deducted even before it is looked at by the instructor.** Example of this is if an assignment is worth 100 points and it is submitted during that 24 hour penalty date time frame, then the assignment can only be worth 80 points before being graded. The final grade could be lower once it is evaluated by the instructor. A grace period of 1 week will also be given. During this grace week, the assignment is only worth 50% of the original points before being evaluated by the instructor. After this grace period it will be classified as an automatic zero.

Student Evaluation Measures:

- There will be assignments and tests for the material in this course in order to evaluate your understanding.
- Chapter tests/quizzes: You will be given a chance to retake a quiz or test, but understand that your lowest score will be dropped. These quizzes/tests are timed at 40 minutes and need to be completed within that time frame. You should be prepared to take these evaluations prior to starting. The tests consist of 20 multiple choice questions, true/false or short answer questions/essay that will evaluate your knowledge and understanding of the material.
- The Final Exam will also need to be taken and will be given at the end of the semester. You are required to attend. If you chose not to attend it will have a dramatic effect on your final grade.
- Any cheating will result in a zero grade with no exceptions.
- Class attendance is necessary. You will be required to be on time and to be present the entire session unless approval was given beforehand to leave early.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 11/21/16

SWK 340 Development of Social Welfare**Face to Face****Spring Semester****Course Syllabus:****Course Information:**

SWK 340 Development of Social Welfare

Prerequisite: SOC 220 and admission to the Social Work Program.

3 Semester Credits

Spring

Meeting Time: This session is a face to face course of study in which completed work will be submitted in class to the instructor. Class will be meeting on TBD**Instructor:** Tifanie Reineke, LSW, MSW**Office:** STC Room 113**Office Hours:** Monday 8:30-10:30, Tuesday 8:30-2:30, Wednesday 8:30-10:30 and 12-4, Thursday 8:30-1:30 and Friday by appointment.**Work Phone:** 701-854-8032**E-mail:** tifanie.reineke@sittingbull.edu**Course Textbook:** The Reluctant Welfare State, 8th Edition, Bruce S. Jansson. ISBN13: 9781285746920**Course Description:** The course reviews and evaluates the history, philosophical assumptions, values and development of social welfare programs and services throughout the United States. The course examines the socio-political-economic conditions which not only form, but influence social welfare systems. In addition, the course discusses intersections between privilege and oppression. The course reviews multiple marginalized, oppressed, and underserved populations with which social work intersects and ways that social work can positively impact social, economic, environmental justice, and human rights.**Course Objectives:** Upon completion of this course the student will:

- Have an understanding of privilege and oppression within the Native communities and the general population.
- Have the ability to positively impact their environment and community while working with a variety of populations including those from other cultural backgrounds.
- Have an understanding of the influences that have caused socio-political-economic conditions to form in the World in which they live and on the Reservation.

Social Work Program Outcomes:

- The student will demonstrate knowledge of evidence based practices within the helping profession.
- The student will understand the development of human rights, social, economic and environmental justices.
- The student will apply systematic procedures to identify problems, provide therapeutic supportive and preventative services.
- The student will demonstrate ethical and professional behavior.
- The student will demonstrate their ability and willingness to engage with communities.
- The student will demonstrate their ability to assess and evaluate through their work.

Student Institutional Outcomes:

- Student will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Cultural Relevancy Activity:

- Describe the functions of Native American professionals working with victims of trauma.
- Identify cultural differences and how this may influence the delivery of Human Services.
- Explore a case utilizing ICWA regulations.
- Write a paper on how poverty has impacted Native communities and the World.
- Gain respect for cultural diversity and honor the circle of life.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, or computers for anything other than class note taking is prohibited. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the classroom is of unimportance in that your full attention is not present. If you choose to disregard this classroom policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.
- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by reading the material assigned, being prepared for class sessions, taking part in the discussion during class with appropriate and non-judgmental comments and completing the assignments and tests on time.

Cancellation of Class:

- Classes will be canceled if the weather is too dangerous for travel. Students will be notified through the SBC Alert System. Please be sure you sign up for this as it is your responsibility.

Teaching Method:

- This course uses a variety of learning tools including reading, discussion, exercises and writings.
- This course is a face to face course, which means that you will learn within the classroom environment and with your peers.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life.

Class Participation:

- There is to be no personal attack on others within this course or on campus. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.
- You are expected to take part in class activities and discussions.
- You are expected to be present in class on time until the end of the session. If you need to leave early for any reason, you will need to speak with the instructor prior to class.
- Each class period will start with a discussion question. If you are late for class you will not have an opportunity to complete the written discussion question and earn points. These questions are worth 5 points each class period and will only be given at the start of class.

Course Outline:

Each week we will be going through a chapter of our book and having extensive discussion in regards to the contents. You will have assignments to complete and at the conclusion of our chapter work, there will be a test or quiz. At the start of each class those in attendance on time will have a discussion question to complete for 5 pts. Those who are late will not have this opportunity.

Policy on Late Assignments:

- In order to complete this course successfully it is recommended that you attend each class on time, complete the assignments on time by the due date and participate each day.
- However, I will accept an assignment up to 24 hours after the due date of that particular assignment. During this 24 hour period after the assignment was due is the 24 Hour Penalty
- Date. **During this 24 hour time frame an assignment will be accepted with a 1/5 of the maximum points deducted even before it is looked at by the instructor.** Example of this is if an assignment is worth 100 points and it is submitted during that 24 hour penalty date time frame, then the assignment can only be worth 80 points before being graded. The final grade could be lower once it is evaluated by the instructor. A grace period of 1 week will also be given. During this grace week, the assignment is only worth 50% of the original points before being evaluated by the instructor. After this grace period it will be classified as an automatic zero.

Student Evaluation Measures:

- There will be assignments and tests for the material in this course in order to evaluate your understanding.
- Chapter tests/quizzes: You will be given a chance to retake a quiz or test, but understand that your lowest score will be dropped. These quizzes/tests are timed at 40 minutes and need to be completed within that time frame. You should be prepared to take these evaluations prior to starting. The tests consist of 20 multiple choice questions, true/false or short answer questions/essay that will evaluate your knowledge and understanding of the material.
- The Final Exam will also need to be taken and will be given at the end of the semester. You are required to attend. If you chose not to attend it will have a dramatic effect on your final grade.
- Any cheating will result in a zero grade with no exceptions.
- Class attendance is necessary. You will be required to be on time and to be present the entire session unless approval was given beforehand to leave early.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 11/21/16

SWK 350 Interpersonal Skills**Face to Face****Fall Semester****Course Syllabus:****Course Information:**

SWK 350 Interpersonal Skills

Prerequisite: SOC 220 and admission to the Social Work Program.

3 Semester Credits

Fall

Meeting Time: This session is a face to face course of study in which completed work will be submitted in class to the instructor. Class will be meeting on TBD**Instructor:** Tifanie Reineke, LSW, MSW**Office:** STC Room 113**Office Hours:** Monday 8:30-10:30, Tuesday 8:30-2:30, Wednesday 8:30-10:30 and 12-4, Thursday 8:30-1:30 and Friday by appointment.**Work Phone:** 701-854-8032**E-mail:** tifanie.reineke@sittingbull.edu**Course Textbook:** Developing Helping Skills: A Step-by-Step Approach to Competency 3rd Edition, Valerie Nash Chang/Carol L Decker/Sheryl T. Scott. ISBN13: 9781305943261**Course Description:**

This course is designed to develop verbal and nonverbal interpersonal skills related to common, everyday interactions as well as those interactions germane to the Generalist Practice Planned Change Process. The course requires 25 hours of concurrent interpersonal skill building human service experience.

Course Objectives: Upon completion of this course the student will:

- Have the ability to demonstrate appropriate helping skills through verbal and non-verbal context.
- Demonstrate professional behavior.
- Demonstrate self-awareness and their ability to evaluate and make changes as necessary.
- Understand how their behaviors can impact a client and others.

- Understand the unspoken meanings of verbal and non-verbal communication within the Native culture and how to work with these communication differences while providing services to clients of Native heritage.

Social Work Program Outcomes:

- The student will demonstrate professional demeanor.
- The student will apply systematic procedures to identify problems, provide therapeutic supportive and preventative services.
- The student will demonstrate ethical and professional behavior.
- The student will demonstrate self-awareness.

Student Institutional Outcomes:

- Student will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Cultural Relevancy Activity:

- Describe the functions of Native American professionals working with victims of trauma.
- Identify cultural differences and how this may influence the delivery of Human Services.
- Listen to a speaker on the Native American communication style.
- Gain respect for cultural diversity and honor the circle of life.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, or computers for anything other than class note taking is prohibited. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the classroom is of unimportance in that your full attention is not present. If you choose to disregard this classroom policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.
- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by reading the material assigned, being prepared for class sessions, taking part in the discussion during class with appropriate and non-judgmental comments and completing the assignments and tests on time.

Cancellation of Class:

- Classes will be canceled if the weather is too dangerous for travel. Students will be notified through the SBC Alert System. Please be sure you sign up for this as it is your responsibility.

Teaching Method:

- This course uses a variety of learning tools including reading, discussion, exercises and writings.
- This course is a face to face course, which means that you will learn within the classroom environment and with your peers.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life.

Class Participation:

- There is to be no personal attack on others within this course or on campus. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.
- You are expected to take part in class activities and discussions.
- You are expected to be present in class on time until the end of the session. If you need to leave early for any reason, you will need to speak with the instructor prior to class.
- Each class period will start with a discussion question. If you are late for class you will not have an opportunity to complete the written discussion question and earn points. These questions are worth 5 points each class period and will only be given at the start of class.

Course Outline:

Each week we will be going through a chapter of our book and having extensive discussion in regards to the contents. You will have assignments to complete and at the conclusion of our chapter work, there will be a test or quiz. At the start of each class those in attendance on time will have a discussion question to complete for 5 pts. Those who are late will not have this opportunity.

Policy on Late Assignments:

- In order to complete this course successfully it is recommended that you attend each class on time, complete the assignments on time by the due date and participate each day.
- However, I will accept an assignment up to 24 hours after the due date of that particular assignment. During this 24 hour period after the assignment was due is the 24 Hour Penalty
- **Date. During this 24 hour time frame an assignment will be accepted with a 1/5 of the maximum points deducted even before it is looked at by the instructor.** Example of this is if an assignment is worth 100 points and it is submitted during that 24 hour penalty date time frame, then the assignment can only be worth 80 points before being graded. The final grade could be lower once it is evaluated by the instructor. A grace period of 1 week will also be given. During this grace week, the assignment is only worth 50% of the original points before being evaluated by the instructor. After this grace period it will be classified as an automatic zero.

Student Evaluation Measures:

- There will be assignments and tests for the material in this course in order to evaluate your understanding.
- Chapter tests/quizzes: You will be given a chance to retake a quiz or test, but understand that your lowest score will be dropped. These quizzes/tests are timed at 40 minutes and need to be completed within that time frame. You should be prepared to take these evaluations prior to starting. The tests consist of 20 multiple choice questions, true/false or short answer questions/essay that will evaluate your knowledge and understanding of the material.
- The Final Exam will also need to be taken and will be given at the end of the semester. You are required to attend. If you chose not to attend it will have a dramatic effect on your final grade.
- Any cheating will result in a zero grade with no exceptions.
- Class attendance is necessary. You will be required to be on time and to be present the entire session unless approval was given beforehand to leave early.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 11/21/16

SWK 356 Social Welfare Policy and Social Justice**Face to Face****Fall Semester****Course Syllabus:****Course Information:**

SWK 356 Social Welfare Policy and Social Justice

Prerequisite: SOC 220 and admission to the Social Work Program.

3 Semester Credits

Fall

Meeting Time: This session is a face to face course of study in which completed work will be submitted in class to the instructor. Class will be meeting on TBD

Instructor: Tifanie Reineke, LSW, MSW

Office: STC Room 113

Office Hours: Monday 8:30-10:30, Tuesday 8:30-2:30, Wednesday 8:30-10:30 and 12-4, Thursday 8:30-1:30 and Friday by appointment.

Work Phone: 701-854-8032

E-mail: tifanie.reineke@sittingbull.edu

Course Textbook: Social Welfare Policy and Social Programs, 4th Edition, Elizabeth A. Segal. ISBN13: 9781305101920

Course Description:

A generalist practice framework is used for the analysis of social welfare policies and current policy structures, and policy practice, advocacy, and evaluation used in agency, community, and legislative settings.

Course Objectives: Upon completion of this course the student will:

- Demonstrate their ability to analyze and evaluate policies
- Demonstrate their ability to engage in advocacy
- Demonstrate their ability to analyze and evaluate various aspects of their community on various levels
- Demonstrate their ability to advocate for a Native child going into the Foster Care System utilizing ICWA regulations.

Social Work Program Outcomes:

- Demonstrate ethical and professional behavior
- Engage diversity and differences in practice
- Advance human rights and social, economic and environmental justice
- Engage in policy practice
- Analyze and Evaluate policies
- Engage in positive change

Student Institutional Outcomes:

- Student will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Cultural Relevancy Activity:

- Describe the functions of Native American professionals working with communities, agencies and individuals through the social justice system working with social welfare policies.
- Identify cultural differences and how this may influence the delivery of services.
- Demonstrate advocacy for a Native child going into the Foster Care System utilizing the ICWA regulations.
- Gain respect for cultural diversity and honor the circle of life.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, or computers for anything other than class note taking is prohibited. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the classroom is of unimportance in that your full attention is not present. If you choose to disregard this classroom policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.
- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by reading the material assigned, being prepared for class sessions, taking part in the discussion during class with appropriate and non-judgmental comments and completing the assignments and tests on time.

Cancellation of Class:

- Classes will be canceled if the weather is too dangerous for travel. Students will be notified through the SBC Alert System. Please be sure you sign up for this as it is your responsibility.

Teaching Method:

- This course uses a variety of learning tools including reading, discussion, exercises and writings.
- This course is a face to face course, which means that you will learn within the classroom environment and with your peers.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life.

Class Participation:

- There is to be no personal attack on others within this course or on campus. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.
- You are expected to take part in class activities and discussions.
- You are expected to be present in class on time until the end of the session. If you need to leave early for any reason, you will need to speak with the instructor prior to class.
- Each class period will start with a discussion question. If you are late for class you will not have an opportunity to complete the written discussion question and earn points. These questions are worth 5 points each class period and will only be given at the start of class.

Course Outline:

Each week we will be going through a chapter of our book and having extensive discussion in regards to the contents. You will have assignments to complete and at the conclusion of our chapter work, there will be a test or quiz. At the start of each class those in attendance on time will have a discussion question to complete for 5 pts. Those who are late will not have this opportunity.

Policy on Late Assignments:

- In order to complete this course successfully it is recommended that you attend each class on time, complete the assignments on time by the due date and participate each day.
- However, I will accept an assignment up to 24 hours after the due date of that particular assignment. During this 24 hour period after the assignment was due is the 24 Hour Penalty
- **Date. During this 24 hour time frame an assignment will be accepted with a 1/5 of the maximum points deducted even before it is looked at by the instructor.** Example of this is if an assignment is worth 100 points and it is submitted during that 24 hour penalty date time frame, then the assignment can only be worth 80 points before being graded. The final grade could be lower once it is evaluated by the instructor. A grace period of 1 week will also be given. During this grace week, the assignment is only worth 50% of the original points before being evaluated by the instructor. After this grace period it will be classified as an automatic zero.

Student Evaluation Measures:

- There will be assignments and tests for the material in this course in order to evaluate your understanding.
- Chapter tests/quizzes: You will be given a chance to retake a quiz or test, but understand that your lowest score will be dropped. These quizzes/tests are timed at 40 minutes and need to be completed within that time frame. You should be prepared to take these evaluations prior to starting. The tests consist of 20 multiple choice questions, true/false or short answer questions/essay that will evaluate your knowledge and understanding of the material.
- The Final Exam will also need to be taken and will be given at the end of the semester. You are required to attend. If you chose not to attend it will have a dramatic effect on your final grade.
- Any cheating will result in a zero grade with no exceptions.
- Class attendance is necessary. You will be required to be on time and to be present the entire session unless approval was given beforehand to leave early.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 11/21/16

SWK 364 Ethical Social Work Practice**Face to Face****Fall Semester****Course Syllabus:****Course Information:**

SWK 364 Ethical Social Work Practice

Prerequisite: SOC 220 and admission to the Social Work Program.

3 Semester Credits

Fall

Meeting Time: This session is a face to face course of study in which completed work will be submitted in class to the instructor. Class will be meeting on TBD**Instructor:** Tifanie Reineke, LSW, MSW**Office:** STC Room 113**Office Hours:** Monday 8:30-10:30, Tuesday 8:30-2:30, Wednesday 8:30-10:30 and 12-4, Thursday 8:30-1:30 and Friday by appointment.**Work Phone:** 701-854-8032**E-mail:** tifanie.reineke@sittingbull.edu**Course Textbook:** Brooks/Cole Empowerment Series: Ethical Decisions for Social Work Practice, 9th Edition. Ralph Dolgoff/Donna Harrington/Frank M. Loewenberg. ISBN13: 9780840034106**Course Description:**

This course focuses on the ethical principles that undergird the practice of social work, addresses how to practice ethically, and explores the process of ethical decision-making. Social work practice with various client systems will be considered, as well as practice in varied settings.

Course Objectives: Upon completion of this course the student will:

- Have an understanding of and ability to demonstrate ethical decision making and the procedures that are to be followed including within the context of working with Native communities.
- Be able to address challenges in decision making in an ethical manner and have the ability to back up their decision through detailed documentation.
- Understand the Code of Ethics in Social Work practice and demonstrate their ability and commitment to follow the Code.
- Understand the ramification of ethical violations.

- Demonstrate ethical and professional behavior.

Social Work Program Outcomes:

- An understanding of the Code of Ethics
- An understanding of Code violation ramifications
- Ability to follow the Code of Ethics and demonstrate ethical and professional behavior

Student Institutional Outcomes:

- Student will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Cultural Relevancy Activity:

- Describe the functions of Native American professionals working with communities, agencies and individuals through the standards of ethical social work practice.
- Identify cultural differences and how this may influence the delivery of services.
- Explore ethical issues within the Native communities.
- Gain respect for cultural diversity and honor the circle of life.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, or computers for anything other than class note taking is prohibited. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the classroom is of unimportance in that your full attention is not present. If you choose to disregard this classroom policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.
- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by reading the material assigned, being prepared for class sessions,

taking part in the discussion during class with appropriate and non-judgmental comments and completing the assignments and tests on time.

Cancellation of Class:

- Classes will be canceled if the weather is too dangerous for travel. Students will be notified through the SBC Alert System. Please be sure you sign up for this as it is your responsibility.

Teaching Method:

- This course uses a variety of learning tools including reading, discussion, exercises and writings.
- This course is a face to face course, which means that you will learn within the classroom environment and with your peers.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life.

Class Participation:

- There is to be no personal attack on others within this course or on campus. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.
- You are expected to take part in class activities and discussions.
- You are expected to be present in class on time until the end of the session. If you need to leave early for any reason, you will need to speak with the instructor prior to class.
- Each class period will start with a discussion question. If you are late for class you will not have an opportunity to complete the written discussion question and earn points. These questions are worth 5 points each class period and will only be given at the start of class.

Course Outline:

Each week we will be going through a chapter of our book and having extensive discussion in regards to the contents. You will have assignments to complete and at the conclusion of our chapter work, there will be a test or quiz. At the start of each class those in attendance on time will have a discussion question to complete for 5 pts. Those who are late will not have this opportunity.

Policy on Late Assignments:

- In order to complete this course successfully it is recommended that you attend each class on time, complete the assignments on time by the due date and participate each day.

- However, I will accept an assignment up to 24 hours after the due date of that particular assignment. During this 24 hour period after the assignment was due is the 24 Hour Penalty
- **Date. During this 24 hour time frame an assignment will be accepted with a 1/5 of the maximum points deducted even before it is looked at by the instructor.** Example of this is if an assignment is worth 100 points and it is submitted during that 24 hour penalty date time frame, then the assignment can only be worth 80 points before being graded. The final grade could be lower once it is evaluated by the instructor. A grace period of 1 week will also be given. During this grace week, the assignment is only worth 50% of the original points before being evaluated by the instructor. After this grace period it will be classified as an automatic zero.

Student Evaluation Measures:

- There will be assignments and tests for the material in this course in order to evaluate your understanding.
- Chapter tests/quizzes: You will be given a chance to retake a quiz or test, but understand that your lowest score will be dropped. These quizzes/tests are timed at 40 minutes and need to be completed within that time frame. You should be prepared to take these evaluations prior to starting. The tests consist of 20 multiple choice questions, true/false or short answer questions/essay that will evaluate your knowledge and understanding of the material.
- The Final Exam will also need to be taken and will be given at the end of the semester. You are required to attend. If you chose not to attend it will have a dramatic effect on your final grade.
- Any cheating will result in a zero grade with no exceptions.
- Class attendance is necessary. You will be required to be on time and to be present the entire session unless approval was given beforehand to leave early.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 11/21/16

SWK 401 Help for the Professional**Hybrid or Face to Face****Fall Semester****Course Syllabus:**

SWK 401 Help for the Professional

Prerequisite: None

1 Semester Credits

Fall

Meeting Time: This session is a face to face or hybrid course of study in which completed work will be submitted in class to the instructor or online whichever method is noted on assignments. Class will be meeting TBD.

Instructor: Tifanie Reineke, MSW, LSW

Office: STC Room 113

Office Hours: Monday 8:30-1:00, Tuesday 8:30-3:30, Wednesday 8:30-12:30, Thursday 8:30-1:30 and Friday by appointment.

Work Phone: 701-854-8032

E-mail: tifanie.reineke@sittingbull.edu

Course Textbook: "Help for the Helper", Babette Rothschild with Margorie Rand; ISBN: 039370422x and "Compassion Fatigue", Charles R. Figley Ph.D.; ISBN: 0-87630-759-4

Course Description:

Students will learn techniques to utilize in the field of Social Work as well as in their own personal life to minimize compassion fatigue and increase their own overall well-being in order to maximize their professional demeanor. Students will also gain skills to help their clients in times of crisis have more control in their responses to their environment.

Course Objectives: Upon completion of this course the student will:

- Have learned several techniques to help themselves and their clients have more control within their environment.
- Have explored various techniques to teach their clients in times of crisis in order to regain their emotional balance.
- Have explored Native cultural practices and experimented with such practices along with other methods and reflected upon the outcomes of such techniques.

Social Work Program Outcomes:

- The student will demonstrate their ability to utilize coping skills to assist in refraining from burnout.
- The student will demonstrate the integration of their own culture and healing into their practices.
- The student will gain experiences in other methods of coping and refocusing their sense of self within an environment.
- The Student will demonstrate professional behavior with the utilization of methods learned to manage and maintain emotional balance.
- The student will demonstrate the ability to intervene utilizing the skills learned within a crisis situation.
- The student will demonstrate their ability to evaluate their personal situation and the situation of a client to determine what method of intervention should be utilized to regain emotional balance.

Cultural Relevancy Activity:

- Students will have an opportunity to integrate their own culture into techniques and practice.
- Students will present something from their own culture that allows them to find that inner peace in order to evaluate their current practices and build upon for more avenues of practice.
- Students will experience Native cultural practices and reflect upon their experience and how such practices can assist their Native clients.

Student Institutional Outcomes:

- Students will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, or computers for anything other than class note taking is prohibited. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the classroom is of unimportance in that your full attention is not present. If you choose to disregard this classroom policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.

- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by reading the material assigned, being prepared for class sessions face to face and online, taking part in the discussion during class and online with appropriate and non-judgmental comments and completing the assignments, projects and tests on time.
- Attendance will be taken within the first three minutes of class and the results will be recorded.

Cancellation of Class:

- Classes will be canceled if the weather is too dangerous for travel. Students will be notified through the SBC Alert System. Please sign yourself up for this free service so you are informed for your own safety.

Teaching Method:

- This course uses a variety of learning tools including reading, discussion, exercises and writings.
- This course is a face to face course, which means that you will learn within the classroom environment and with your peers in addition to self-learning.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life as well as yourself.

Class Participation:

- There is to be no personal attack on others within this course. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.
- You are expected to take part in class activities and discussions.
- You are expected to be present in class on time until the end of the session. If you need to leave early for any reason, you will need to speak with the instructor prior to class once granted instructor approval you will be allowed to leave as necessary.
- This class is also an experimental class where you are expected to practice the techniques at home in order to fully experience the methods and report back your results in an honest and intellectual manner.

Policy on Late Assignments:

- In order to complete this course successfully it is recommended that you attend each class online or face to face, complete the assignments on time by the due date and participate each day.
- However, I will accept an assignment up to 24 hours after the due date of that particular assignment. During this 24 hour period after the assignment was due is the 24 Hour Penalty Date. **During this 24 hour time frame an assignment will be accepted with a 1/5 of the maximum points deducted even before it is looked at by the instructor.** Example of this is if an assignment is worth 100 points and it is submitted during that 24 hour penalty date time frame, then the assignment can only be worth 80 points before being graded. The final grade could be lower once it is evaluated by the instructor. A grace period of 1 week will also be given. During this grace week, the assignment is only worth 50% of the original points before being evaluated by the instructor.

Student Evaluation Measures:

- There will be assignments, projects and tests for the material in this course in order to evaluate your understanding.
- Chapter tests/quizzes: You will be given a chance to retake a quiz or test, but understand that your lowest score will be dropped. These quizzes/tests are timed at 40 minutes and need to be completed within that time frame. You should be prepared to take these evaluations prior to starting. The tests consist of up to 20 multiple choice questions, true/false or short answer questions that will evaluate your knowledge and understanding of the material.
- You will also complete reflection papers on your own experiences with the techniques you learn. These papers are to be handed into the instructor for points toward your final grade. These **reflections are worth 20 points** and will require a thorough analysis of your experience written intellectually with the minimum requirement of a full page in length single spaced or two pages double spaced.
- Class attendance is necessary. You will be required to be on time and to be present the entire session unless approval was given beforehand to leave early.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Incomplete Grades: Will be given only in extenuating situations and must meet the incomplete grade requirements as stated in the student catalog.

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 1/4/17

SWK 435 Social Work Methods II, Work with Groups and Communities**Face to Face****Fall Semester****Course Syllabus:****Course Information:**

SWK 435 Social Work Methods II, Work with Groups and Communities

Prerequisite: SOC 220 and admission to the Social Work Program.

3 Semester Credits

Fall

Meeting Time: This session is a face to face course of study in which completed work will be submitted in class to the instructor. Class will be meeting on TBD

Instructor: Tifanie Reineke, MSW, LSW

Office: STC Room 113

Office Hours: Monday 8:30-10:30, Tuesday 8:30-2:30, Wednesday 8:30-10:30 and 12-4, Thursday 8:30-1:30 and Friday by appointment.

Work Phone: 701-854-8032

E-mail: tifanie.reineke@sittingbull.edu

Course Textbook: "The Practice of Macro Social Work", 4th Edition, William G. Brueggemann, ISBN-13: 9780495602286

Course Description:

This course applies knowledge, values, and skills for generalist social work practice with groups using evidence based skills and interventions. Students will develop and utilize skills to engage, assess, intervene, and evaluate social work practice with groups and communities.

Course Objectives: Upon completion of this course the student will:

- Demonstrate knowledge and skills for working with groups, communities and agencies using evidence based practices.
- Demonstrate knowledge and skills to engage, assess, intervene and evaluate their practice with groups and communities.
- Demonstrate their knowledge and ability to engage, assess, intervene and evaluate their practice in Native groups, communities and agencies.

Social Work Program Outcomes:

- Demonstrate ability to work with groups and communities
- Demonstrate ability to assess, plan, intervene and evaluate work with groups and communities
- Willingness to engage with groups and communities
- Think in terms of the broader picture within the field
- Adhere to the Code of Ethics
- Demonstrate ethical and professional behavior and practice
- Acknowledge diversity in practice

Student Institutional Outcomes:

- Student will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Cultural Relevancy Activity:

- Describe the functions of Native American professionals working with communities, agencies and other groups through the standards of ethical social work practice, evidence based practice and the helping process.
- Identify cultural differences and how this may influence the delivery of services.
- Assess their Native community and evaluate a reservation agency.
- Gain respect for cultural diversity and honor the circle of life.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, or computers for anything other than class note taking is prohibited. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the classroom is of unimportance in that your full attention is not present. If you choose to disregard this classroom policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.
- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by reading the material assigned, being prepared for class sessions, taking part in the discussion during class with appropriate and non-judgmental comments and completing the assignments and tests on time.

Cancellation of Class:

- Classes will be canceled if the weather is too dangerous for travel. Students will be notified through the SBC Alert System. Please be sure you sign up for this as it is your responsibility.

Teaching Method:

- This course uses a variety of learning tools including reading, discussion, exercises and writings.
- This course is a face to face course, which means that you will learn within the classroom environment and with your peers.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life.

Class Participation:

- There is to be no personal attack on others within this course or on campus. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.
- You are expected to take part in class activities and discussions.
- You are expected to be present in class on time until the end of the session. If you need to leave early for any reason, you will need to speak with the instructor prior to class.
- Each class period will start with a discussion question. If you are late for class you will not have an opportunity to complete the written discussion question and earn points. These questions are worth 5 points each class period and will only be given at the start of class.

Course Outline:

Each week we will be going through a chapter of our book and having extensive discussion in regards to the contents. You will have assignments to complete and at the conclusion of our chapter work, there will be a test or quiz. At the start of each class those in attendance on time will have a discussion question to complete for 5 pts. Those who are late will not have this opportunity.

Policy on Late Assignments:

- In order to complete this course successfully it is recommended that you attend each class on time, complete the assignments on time by the due date and participate each day.
- However, I will accept an assignment up to 24 hours after the due date of that particular assignment. During this 24 hour period after the assignment was due is the 24 Hour Penalty
- **Date. During this 24 hour time frame an assignment will be accepted with a 1/5 of the maximum points deducted even before it is looked at by the instructor.** Example of this is if an assignment is worth 100 points and it is submitted during that 24 hour penalty date time frame, then the assignment can only be worth 80 points before being graded. The final grade could be lower once it is evaluated by the instructor. A grace period of 1 week will also be given. During this grace week, the assignment is only worth 50% of the original points before being evaluated by the instructor. After this grace period it will be classified as an automatic zero.

Student Evaluation Measures:

- There will be assignments and tests for the material in this course in order to evaluate your understanding.
- Chapter tests/quizzes: You will be given a chance to retake a quiz or test, but understand that your lowest score will be dropped. These quizzes/tests are timed at 40 minutes and need to be completed within that time frame. You should be prepared to take these evaluations prior to starting. The tests consist of 20 multiple choice questions, true/false or short answer questions/essay that will evaluate your knowledge and understanding of the material.
- The Final Exam will also need to be taken and will be given at the end of the semester. You are required to attend. If you chose not to attend it will have a dramatic effect on your final grade.
- Any cheating will result in a zero grade with no exceptions.
- Class attendance is necessary. You will be required to be on time and to be present the entire session unless approval was given beforehand to leave early.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 11/21/16

SWK 442 Research Methods in Social Work**Face to Face****Fall Semester****Course Syllabus:****Course Information:**

SWK 442 Research Methods in Social Work

Prerequisite: STAT 210, SOC 220 and admission to the Social Work Program.

3 Semester Credits

Fall

Meeting Time: This session is a face to face course of study in which completed work will be submitted in class to the instructor. Class will be meeting on TBD**Instructor:** Tifanie Reineke, LSW, MSW**Office:** STC Room 113**Office Hours:** Monday 8:30-10:30, Tuesday 8:30-2:30, Wednesday 8:30-10:30 and 12-4, Thursday 8:30-1:30 and Friday by appointment.**Work Phone:** 701-854-8032**E-mail:** tifanie.reineke@sittingbull.edu**Course Textbook:** Research Methods for Generalist Social Work, 5th Edition, Christine R. Marlow.
ISBN13: 9780840033277**Course Description:**

This course introduces students to the concepts and principles of social work research methodology. This course includes conceptualizing a social work problem, designing research strategy, making use of relevant literature, and organizing and evaluating relevant data. Prerequisite: STAT 210

Course Objectives: Upon completion of this course the student will:

- Be able to conduct future research for agencies and communities they work with including research for Native communities.
- Understand the research process and terminology.
- Be able to interpret the findings of any research study in social work
- Conduct a research project following methods specific to social work
- Engage in research
- Analyze and assess facts leading to evaluation of outcomes

Social Work Program Outcomes:

- Demonstrate understanding of Social Work research methodology
- Demonstrate ability to gather, analyze and assess data through the research process
- Engage in practice-informed research and research informed practice

Student Institutional Outcomes:

- Student will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Cultural Relevancy Activity:

- Describe the functions of Native American professionals working with individuals, communities, agencies and other groups through the standards of ethical social work practice, evidence based practice and the helping process through methods of research.
- Identify cultural differences and how this may influence the delivery of services.
- Identify the lack of research within Native American communities.
- Gain respect for cultural diversity and honor the circle of life.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, or computers for anything other than class note taking is prohibited. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the classroom is of unimportance in that your full attention is not present. If you choose to disregard this classroom policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.
- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by reading the material assigned, being prepared for class sessions, taking part in the discussion during class with appropriate and non-judgmental comments and completing the assignments and tests on time.

Cancellation of Class:

- Classes will be canceled if the weather is too dangerous for travel. Students will be notified through the SBC Alert System. Please be sure you sign up for this as it is your responsibility.

Teaching Method:

- This course uses a variety of learning tools including reading, discussion, exercises and writings.
- This course is a face to face course, which means that you will learn within the classroom environment and with your peers.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life.

Class Participation:

- There is to be no personal attack on others within this course or on campus. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.
- You are expected to take part in class activities and discussions.
- You are expected to be present in class on time until the end of the session. If you need to leave early for any reason, you will need to speak with the instructor prior to class.
- Each class period will start with a discussion question. If you are late for class you will not have an opportunity to complete the written discussion question and earn points. These questions are worth 5 points each class period and will only be given at the start of class.

Course Outline:

Each week we will be going through a chapter of our book and having extensive discussion in regards to the contents. You will have assignments to complete and at the conclusion of our chapter work, there will be a test or quiz. At the start of each class those in attendance on time will have a discussion question to complete for 5 pts. Those who are late will not have this opportunity.

Policy on Late Assignments:

- In order to complete this course successfully it is recommended that you attend each class on time, complete the assignments on time by the due date and participate each day.
- However, I will accept an assignment up to 24 hours after the due date of that particular assignment. During this 24 hour period after the assignment was due is the 24 Hour Penalty
- Date. **During this 24 hour time frame an assignment will be accepted with a 1/5 of the maximum points deducted even before it is looked at by the instructor.** Example of this is if an assignment is worth 100 points and it is submitted during that 24 hour penalty date time frame, then the assignment can only be worth 80 points before being graded. The final grade could be lower once it is evaluated by the instructor. A grace period of 1 week will also be given. During this grace week, the assignment is only worth 50% of the original points before being evaluated by the instructor. After this grace period it will be classified as an automatic zero.

Student Evaluation Measures:

- There will be assignments and tests for the material in this course in order to evaluate your understanding.
- Chapter tests/quizzes: You will be given a chance to retake a quiz or test, but understand that your lowest score will be dropped. These quizzes/tests are timed at 40 minutes and need to be completed within that time frame. You should be prepared to take these evaluations prior to starting. The tests consist of 20 multiple choice questions, true/false or short answer questions/essay that will evaluate your knowledge and understanding of the material.
- The Final Exam will also need to be taken and will be given at the end of the semester. You are required to attend. If you chose not to attend it will have a dramatic effect on your final grade.
- Any cheating will result in a zero grade with no exceptions.
- Class attendance is necessary. You will be required to be on time and to be present the entire session unless approval was given beforehand to leave early.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 11/21/16

SWK 490 Field Internship
Community Agency Work
Spring Semester

Course Syllabus:

Course Information:

SWK 490 Field Internship

Prerequisite: Satisfactory completion of all degree requirements for Bachelor of Social Work degree and consent of the instructor.

12 Semester Credits

Spring

Meeting Time: This session is a face to face course of study in which completed work will be submitted in class to the instructor. Class will be meeting on TBD

Instructor: Tifanie Reineke, LSW, MSW

Office: STC Room 113

Office Hours: Monday 8:30-10:30, Tuesday 8:30-2:30, Wednesday 8:30-10:30 and 12-4, Thursday 8:30-1:30 and Friday by appointment.

Work Phone: 701-854-8032

E-mail: tifanie.reineke@sittingbull.edu

Course Textbook: None

Course Description:

This course is a structurally and educationally directed learning experience in public and private human service agencies that utilizes social work knowledge, values, and skills. Pre-requisite: Satisfactory completion of all degree requirements for Bachelor of Social Work degree and consent of the instructor.

Course Objectives: Upon completion of this course the student will:

- Have completed the Bachelor of Social Work program successfully unless otherwise presented.
- Have completed the State of North Dakota required 450 hours of internship hours needed for eligibility to apply for the Social Work board exam to gain licensure as a Licensed Social Worker in North Dakota.
- Have demonstrated their educational gains through professional presentation, actions and adherence to the Code of Ethics in practice.
- Have gained experience at an entry level in the field of Social Work prior to official licensure.

- Have gained experience working with a variety of clients in the field of social work including clients of Native American heritage.
- Be ready to apply for the North Dakota State Social Work Board Exam upon approval from the State of North Dakota.

Social Work Program Outcomes:

- To demonstrate the utilization of all educational skills, professional and ethical behavior in the field of Social Work at the bachelor level.
- Adhere to the Code of Ethics
- Complete the 9 Competencies of the Student Learning Outcomes in the Bachelor of Social Work Educational Program requirements set forth by the National Council on Social Work Education.

Student Institutional Outcomes:

- Student will display technical and critical thinking skills through effective oral and written communication.
- Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Students will demonstrate knowledge of past, present, and future Native American cultures.

Cultural Relevancy Activity:

- Demonstrate the functions of Native American professionals working with individuals, communities, agencies and other groups through the standards of ethical social work practice, evidence based practice and the helping process while working within the community.
- Demonstrate engagement and practice with Native American clients through a field placement.
- Implement an intervention to assist at least one Native American client utilizing cultural resources and reflect in written form the outcome of such an intervention.
- Identify cultural differences and how this may influence the delivery of services.
- Gain respect for cultural diversity and honor the circle of life.

Technology Component:

- Students will need to utilize a computer to create all written papers using APA format.
- Students will utilize the institutional e-mail and MySBC throughout this course and their college career.
- The use of cell phones, texting, is prohibited during internship hours. Whether intended or not, the use of technology for non-note taking communicates that whatever else is happening in the field is of unimportance in that your full attention is not present. If you choose to disregard this policy, a discussion will occur in which we will attempt to resolve the issue. If the issue persists, your course participation grade will be reduced.

- If you have a child or family member with an illness and need to be readily available you may leave your phone on vibrate, but will need to speak with the instructor prior to class on this matter.

Student Attendance Policy:

- Learning is essential in order to successfully complete this course. It is expected that each attendee will participate by attending to the job site on time and everyday as expected by the agency. If you are sick or there is an emergency, it is your responsibility to contact your site supervisor and speak to them directly in regards to the issue. This will also need to be documented as it will affect your performance in the position and the grade you receive for the course.

Cancellation of Class:

- Internship will only be canceled by the agency you work for just like any other job in the field.
- Be sure to have current contact information available to your internship supervisor at all times.

Teaching Method:

- This course is a field educational experience course. You will learn from a professional in the field of Social Work who currently works in the community within an agency. Your trainer in the field will teach you their job and have you take part in various tasks of the position in order to provide you with hands on experience and further your education.
- You are responsible for what you get and don't get out of this course. It is my responsibility to provide you with the basic information needed to increase your knowledge and understanding of the material. It is then your responsibility to seek understanding and put the information gained into perspective and apply what you have learned within your environment in order to assist others in gaining a better quality of life.

Class Participation:

- While in the field, there is to be no personal attack on others under any circumstances. Debating of an IDEA is acceptable as long as it does not attack another individual. In order to avoid attacks, avoid the use of "YOU" statements as these come across as accusations more than anything else. Instead use "I" statements in order to keep the topic under control and refrain from attacks. This skill set is something that you will need to utilize in your career and personal life as well. It is a skill that you will also need to assist your clients with in the future when you get into the field in order for them to have better communication within their environment.
- You are expected to take part in agency meetings, staffing's, client cases and other agency tasks.
- You are expected to be present at your job site on time and expected to stay until it is time to leave per policy of the agency. If you need to leave early for any reason, you will need to speak with your trainer onsite to get clearance. Be sure you do not fall back on the 450 hours that need to be completed by the end of the semester.

Course Outline:

The entire semester will be spent with an agency as an intern. We will first meet in class for official orientation before heading out to your agencies for your official start day. You and your agency will be responsible for keeping track of your official hours of internship in which 450 hours is the minimum required by the State of North Dakota. If you go over this amount, it's a benefit to your learning and experience. During your internship, you will be expected to work in your agency full time at an intern status. There will be a couple of papers for you to write throughout the semester based on your experience. We will meet again during the last week of class to reconnect and share your experience with others.

Policy on Late Assignments:

In order to complete this course successfully it is recommended that you attend internship placement on time each day, complete the assignments given to you on time by your trainer and treat this opportunity as if it was an official paid job in the field.

Student Evaluation Measures:

There will be an agency evaluation form to be completed by the agency worker who has undertaken the intern for the semester. This form will be completed twice during the semester. Once at midterm and once at the end of internship. This evaluation will determine the grade for this course. The 9 competencies for the Student Learning Outcomes are presented in this evaluation. Students must demonstrate knowledge and behaviors through all 9 categories successfully. At midterm if there are issues presented, students have an opportunity to correct these issues prior to the final evaluation being completed for improvement.

Grading Percentages:

- 100%-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- 59%-below F

Students with Disabilities:

We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the Disabilities Coordinator at 854-8020 to determine what we can do to assist you and what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

Dean of Academics

Date

Date

Prepared 11/21/16

Appendix D

Council on Social Work Education

Commission on Accreditation

Faculty Data

Council on Social Work Education Commission on Accreditation (COA) Faculty Data

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

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

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

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

M3.2.4 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.*

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

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member
2. Degree information
 - Degree
 - Institution granting degree
 - Major
 - Date awarded (month/year)
3. Academic appointments
 - Employing academic institution
 - Title
 - City and state
 - Start date (month/year)
 - End date (month/year)
4. Professional post-baccalaureate and post-master's social work experience
 - Employer
 - Position
 - City and state
 - Start date (month/year)

- End date (month/year)
5. List your current professional, academic, community-related, and scientific memberships.
 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.
 9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
 10. Include any other relevant information below or as a separate attachment.

Appendix E

Candidacy Fees and Related Expenses

And

Summary of Changes to Accreditation Fees

And

CSWE Program Membership Categories, Dues and Benefits

Candidacy Fees and Related Expenses

(to be used by programs submitting Candidacy applications in 2017 or later)

Council on Social Work Education

Commission on Accreditation

There are nine costs associated with the candidacy process. Each is explained below. The fees are subject to change by the Board of Directors each fiscal year. The fees below are effective from July 1, 2016 to June 30, 2017. Refer to the Timetable for Candidacy to determine program invoice and due dates.

1.) Candidacy Workshop

Early in the Candidacy Eligibility process, programs are encouraged to attend a Candidacy Workshop. For more information, visit <http://cswe.org/Accreditation/78538/78566.aspx>.

2.) Letter of Intent and Candidacy Eligibility Fee \$10,000

The letter of intent and candidacy eligibility fee covers staff time to work with the program in developing, reviewing, and approving the materials submitted to determine institutional eligibility.

3.) Commissioner Visit I Fee \$5,000

The Commissioner Visit I fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Benchmark I.

4.) Commissioner Visit II Fee \$5,000

The Commissioner Visit II fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Benchmark II.

5.) Additional Commissioner Visit Fee \$2,500

Typically programs do not require more than three Commissioner Visits to complete their development and write their self-study. If the program needs further development, however, an additional Commissioner Visit will take place. The additional Commissioner Visit fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Educational Policy and Accreditation Standards (EPAS).

6.) Initial Accreditation Fee \$5,000

The initial accreditation fee covers staff and commissioner expenses related to processing and assessing the documents associated with determining the program's compliance with the Educational Policy and Accreditation Standards (EPAS).

7.) Benchmark Costs

Benchmark costs will vary by program. Examples of expenses include faculty-assigned time, meeting expenses, printing, mailing and other administrative costs.

8.) Commissioner Visit Expenses

Programs pay all expenses of the commissioner visits. The Commission on Accreditation expects programs to make every effort to minimize commissioner out-of-pocket expenses by providing prepaid airline tickets. Coach fair is expected. In addition, programs should be billed directly by the hotel for the commissioner expenses. Remaining expenses, such as ground transportation and meals not taken at the hotel, should be reimbursed as soon as possible by the program.

9.) Annual Program Membership Dues

All accredited social work programs and those in candidacy for accreditation are required to pay annual membership dues to CSWE. Programs are invoiced each April for the following fiscal year, which begins July 1. Invoices are due on July 1. Programs in candidacy are charged the minimum amount. Once the program receives initial accreditation, dues are assessed according to the number of graduates reported by the program in the annual CSWE statistics survey conducted each Fall. For more information on program membership dues send an email to membership@cswe.org or visit <http://www.cswe.org/Membership/27021.aspx>.

Program Membership Categories and Dues

All accredited social work programs and those in candidacy for accreditation are required to pay annual membership dues to CSWE. Programs are invoiced each April for the following fiscal year, which begins July 1. Payments for invoices are due on July 1.

For questions about program membership dues, contact the membership office by phone at +1.703.519.2067, or e-mail at membership@cswe.org. More information about the accreditation process and related fees can be found on the [accreditation section](#) of this site.

Baccalaureate Program	
Number of Graduates (As reported in 2014 Annual Survey)	July 1, 2016–June 30, 2017 (CSWE Fiscal Year)
1-10	\$1,473
11-30	\$1,777
31-50	\$2,936
51-70	\$4,110
71+	\$4,702
Master's Program	
1-25	\$3,538
26-50	\$4,172
51-75	\$6,257
76+	\$7,112
Maximum Dues Limit \$10,000	

Program Membership Benefits

Among the benefits provided to the 700+ program members are the following:

- Inclusion in online [Program Member Directory](#)
- Discounted member rate on exhibiting at Annual Program Meeting and inclusion of priority points for membership used in assignment of booth space
- Discounted member rate on job postings in the [CSWE Career Center](#)
- Monthly eNewsletter subscriptions to Focus for CSWE updates, *Public Policy Monthly Review*, and *News Briefs* which provides summaries and links to the most relevant news articles in more than 8,000 media sources.
- Annual print subscriptions to the *Journal of Social Work Education*

Social Work program membership dues are indexed on the size of the program as indicated by the number of graduates reported by the program for the most recent statistics collection year.

In the past if a school did not report current information, CSWE used the most recent information available as a supplement to calculate dues. If no information was available, programs were charged the minimum. Effective immediately, all programs that do not report current statistics on graduates will be required to pay the maximum amount for membership dues.

For the 2016–2017 fiscal year the maximum amount for baccalaureate programs is \$4,702; for master's programs is \$7,112; and for combined programs is capped at \$10,000.



The Council on Social Work Education (CSWE), through its Commission on Accreditation and Department of Social Work Accreditation, maintains established *Reaffirmation* fee schedules to support the operations of the accreditation processes for applicant, candidate, and accredited social work education programs. CSWE reviews its fee structure periodically along with the budget projections for the coming years. The results of these reviews are used to determine whether the fees or the structure applied to fee collection should be modified to meet the requirements of an autonomous operational budget supported by accreditation fees as required for an organization recognized by the Council on Higher Education Accreditation (CHEA).

Given the costs associated with the review of programs for *Reaffirmation*, the following accreditation fee changes will become effective for programs when they submit Reaffirmation self-studies under the 2015 *Educational Policy and Accreditation Standards* in 2017.

Summary of Changes to Accreditation Fees

Reaffirmation Fees

- CSWE will begin charging reaffirmation fees per individual program and not per institution. Each baccalaureate and master's social work program is separately accredited and required to go through the same reaffirmation process; therefore, programs will be charged the same costs associated with the process.
- This change will apply to programs with a reaffirmation date of October 2017 and beyond.
- Each program will receive separate invoices with the new fees beginning August 1, 2016.
- With this change, reaffirmation fees will be reduced for single baccalaureate and master's programs per the schedule below. However, programs with baccalaureate and master's programs will see an increase due to being separately charged the same fees as a single program (\$3,500 for each program).

Reaffirmation Eligibility Application Fees		
FEE CATEGORY	CURRENT FEE	NEW FEE (effective 8/1/2016 for programs with reaffirmation dates of October 2017 and beyond)
Single Baccalaureate or Master's Program	\$1,820	\$1,500
Both Baccalaureate and Master's Programs	\$1,820	\$3,000
Collaborative Program	\$1,820	\$3,000
Reaffirmation Fees		
Single Baccalaureate or Master's Program	\$3,826	\$3,500
Both Baccalaureate and Master's Programs	\$4,769	\$7,000
Collaborative Program	\$5,745	\$7,000

Appendix F

Sitting Bull College Baccalaureate Social Work Program

Assessment Plan

Bachelor of Science in Social Work Program Assessment Plan

Program Mission Statement: Guided by the Lakota/Dakota culture, values and language the Bachelor of Science in Social Work program at Sitting Bull College will prepare students for generalist social work practice with individuals, families, groups, organizations and communities in rural and urban settings through a holistic approach.					
Program Outcomes	Measurement Tool (who, what, how, when)	Measurement Goal (expected results)	Findings (actual results)	Analysis of Data (what students learned and what they didn't learn)	Action or Recommendation Action Taken for: Proposed Action for:
Outcome 1: The student will display professional and ethical demeanor throughout their program of study by putting into practice professional and ethical behavior learned in the program.	1A. The program instructors will assess student's ability to practice and uphold ethical and professional behavior through a five-point disposition checklist completed at the beginning, middle, and end of degree plan.	1A. The student will score an average of one point or higher on the five-point disposition checklist from pre to post assessment. (middle assessment is for progress only)			
	1B. The student will self-assess his/her ability to practice and uphold ethical and professional behavior through a five-point disposition checklist	1B. The student will score an average of one point or higher on the five-point disposition checklist from pre to post assessment. (middle assessment is			

	completed at the beginning, middle, and end of degree plan.	for progress only)			
	1 C. The field supervisor will complete the section on professional and ethical behavior on the field evaluation form at the end of the student's internship.	1 C. The student will score a "3" or higher on professionalism and ethical behavior on the field evaluation form.			
	1 D. The student will complete the section on professional and ethical behavior on the field evaluation form at the end of his/her internship.	1D. The student will score a "3" or higher on professionalism and ethical behavior on the field evaluation form.			
Outcome 2: The student will demonstrate knowledge and sensitivity of global cultures/ethnicities and an awareness of diverse engagement with a focus on the Lakota/Dakota culture.	2A. The program instructor will assess a project during the student's senior year using a 5 point rubric.	2A. The student will score a "3" or higher or higher on the semester project.			
	2B. The program instructors will assess student's respect for their culture	2B. The student will score an average of one point or higher on the five-point			

	and the culture of others through a five-point disposition checklist completed at the beginning, middle, and end of degree plan.	disposition checklist from pre to post assessment. (middle assessment is for progress only)			
	2 C. The field supervisor will complete the section on the cultural diversity within the student's practices on the field evaluation form at the end of the student's internship.	2 C. The student will score a "3" or higher on the diversity component of the field evaluation form.			
Outcome 3: The student will participate in positive social change and social justice practices throughout the program of study.	3A. The field supervisor will assess the student on section 3 of the field education evaluation form.	3A. Student will earn a score of "3" or higher on section 3 of the field education evaluation form.			
	3B. The program instructor will assess a project during the student's senior year using a 5 point rubric.	3B. The student will score a "3" or higher or higher on the semester project.			
Outcome 4: The student will engage in evidence based practice methods of study throughout the program and internship opportunity.	4A. The program instructor will assess the student through a research paper in evidence based social	4A. The student will score a "3" or higher on the research paper.			

	work research during the student's junior year using a 5 point research rubric.				
	4B. The field supervisor will assess the student on section 4 of the field education evaluation form.	4B. The student will score a "3" or higher on section 4 of the field education evaluation form.			
Outcome 5: Students will engage in policy practice through policy reviews and analysis.	5A. The program instructor will assess a project during the student's senior year through a 5 point rubric.	5A. The student will score a "3" or higher on the project.			
	5B. The field supervisor will assess the student on section 5 of the field education evaluation form.	5B. The student will score of "3" or higher on section 5 of the field education evaluation form.			
Outcome 6: The student will demonstrate a variety of engagement methods when working with individuals, families, groups, organizations and communities.	6A. The program instructor will assess the student's ability to perform engagement activities with various groups on a 5 point rubric during a class project/presentation.	6A. The student will score a "3" or higher on the presentation rubric.			
	6B. The field supervisor will assess the student on	6B. The student will score a "3" or higher on section 6 of the			

	section 6 of the field education evaluation form.	field education evaluation form.			
Outcome 7: Students will demonstrate their ability to assess individuals, families, groups, organizations and communities.	7A. The program instructor will rate the student's assessment skills using a 5-point rubric during the student's junior and senior year.	7A. The student will score a "3" or higher on the 5-point rubric. The student will make a one point improvement from junior to senior year.			
	7B. The field supervisor will assess the student on section 7 of the field education evaluation form.	7B. The student will score a "3" or higher on section 7 of the field education evaluation form.			
Outcome 8: The student will utilize a variety of intervention strategies when working with individuals, families, groups, organizations and communities.	8A. The program instructor will assess the student's intervention abilities using a 5-point rubric during the student's junior and senior year.	8A. The student will score a "3" or higher on the 5-point rubric. The student will make a one point improvement from junior to senior year.			
	8B. The field supervisor will assess the student on section 8 of the field education evaluation form.	8B. The student will score a "3" or higher on section 8 of the field education evaluation form.			
Outcome 9: Students will demonstrate a variety of evaluation	9A. The program instructor will assess the student on a 5-	9A. The student will score a "3" or higher on the 5-point rubric.			

methods to utilize while working with individuals, families, groups, organizations and communities.	point rubric using a case scenario during the student's junior or senior year.				
	9B. The field supervisor will assess the student on section 9 of the field education evaluation form.	9B. The student will score of "3" or higher on section 9 of the field education evaluation form.			

Created: 2/8/17

Reviewed:

Appendix G

Benchmark I Review Brief Report

Benchmark I Review Brief

Council on Social Work Education Commission on Accreditation

2015 EPAS

The Benchmark I Review Brief Form is a tool used by the Commission on Accreditation (COA) commission visitor to report his or her evaluation of the program during Commission Visit I.

Section 1

The program completes identifying information in section 1.

Section 2

The *Compliance Statement* column in section 2 of the Benchmark I Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Compliance with the Following Accreditation Standards** in Benchmark I. The compliance statements are from the Compliance, Concern, and Noncompliance (C/C/NC) Statements [available on the CSWE website <http://www.cswe.org/Accreditation/Candidacy.aspx>].

In the *Location* column of section 2, the program indicates the document name and page number where each compliance statement is addressed in the program's Benchmark I. In the *Concern* column, the commission visitor types compliance or noncompliance, next to each compliance statement, to report how well the program meets and addresses each item. The commission visitor indicates her or his reasoning in the *Comments* column for any compliance statement marked noncompliance.

Section 3

The *Compliance Statement* column in section 3 of the Benchmark I Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Draft of the Following Accreditation Standards** in Benchmark I. The compliance statements are from the Compliance, Concern, and Noncompliance (C/C/NC) Statements [available on the CSWE website <http://www.cswe.org/Accreditation/Candidacy.aspx>].

In the *Location* column of section 3, the program indicates the document name and page number where each compliance statement is addressed in the program's Benchmark II. The commission visitor types suggestions to improvement to be used when the program prepares its Initial Accreditation Self-Study in the *Comments* column.

Section 4

The commission visitor uses section 4 to recommend a decision to the Commission on Accreditation and summarize areas of noncompliance.

Section 5

The commission reader uses section 5 to recommend a decision to the Commission on Accreditation and summarize areas of noncompliance.

Section 1

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

Program	
University:	
Address:	
City, State:	
Date Submitted:	

Program Chief Administrator	
Name:	
Title:	
Email Address:	
Web URL:	

Level of Program (check one)	
<input type="checkbox"/>	Baccalaureate Degree Program
<input type="checkbox"/>	Master's Degree Program

Program Options	
<input type="checkbox"/> y <input type="checkbox"/> n	Online/Distance Education Program
	Number of Locations Where Courses are Offered

Identify All Program Delivery Options Offered by the Program

Programs are expected to identify all program delivery options (e.g., campus-based, distance, on-line, other) and include all locations from which program options are delivered. The self-study narrative is also expected to demonstrate that each relevant standard applies to all program delivery options and at all identified locations

Section 3 – Draft of the Following Accreditation Standards

The *Compliance Statement* column in section 2 of the Benchmark I Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Compliance with the Following Accreditation Standards** in Benchmark I. In the *Location* column, the program indicates the document name and page number where each compliance statement is addressed in the program’s Benchmark I. In the *Concern* column, the commission visitor types compliance or concern, next to each compliance statement, to report how well the program meets and addresses each item. The commission visitor indicates her or his reasoning in the *Comments* column for any compliance statement marked concern.

1. Program Mission and Goals

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards				
The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.				
Educational Policy 1.0—Program Mission and Goals				
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.				
Educational Policy 1.1—Values				
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.				
Educational Policy 1.2—Program Context				
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.				
Accreditation Standard 1.0 Program Mission and Goals				
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.				
Accreditation Standard	Compliance Statement	Location	Concern	Comments
1.0.1: The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.	Narrative provides the program’s mission statement.			
	Narrative explains how the program’s mission statement is consistent with the profession’s purpose and values.			
1.0.2: The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.	Narrative explains how the program’s mission is consistent with the institutional mission.			
	Narrative explains how the program’s mission is consistent with the program’s context across all program options.			

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Section 3 – Draft of the Following Accreditation Standards

1. Program Mission and Goals

Accreditation Standard	Compliance Statement	Location	Concern	Comments
1.0.3: The program identifies its goals and demonstrates how they are derived from the program's mission.	Narrative identifies the program's goals.			
	Narrative demonstrates how the program's goals are derived from the program's mission.			

Section 3 – Draft of the Following Accreditation Standards

2. Explicit Curriculum

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

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

Accreditation Standard B2.0—Curriculum

The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard	Compliance Statement	Location	Concern	Comments
B2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.	Narrative explains how the program’s mission is consistent with generalist practice.			
	Narrative explains how the program’s goals are consistent with generalist practice.			
B2.0.2: The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.	Narrative provides a rationale for the program’s formal curriculum design.			
	Narrative explains how the program’s curriculum design is used to develop a coherent and integrated curriculum for both classroom and field.			

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Section 3 – Draft of the Following Accreditation Standards

3. Implicit Curriculum

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

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

Section 3 – Draft of the Following Accreditation Standards

3. Implicit Curriculum

Educational Policy 3.3—Administrative Structure				
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.				
Accreditation Standard 3.3—Administrative Structure				
Accreditation Standard	Compliance Statement	Location	Concern	Comments
3.3.4: The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.	Narrative identifies the social work program director.			
	In institutions with accredited baccalaureate and master's programs, narrative demonstrates that a separate director is appointed to each program.			
B3.3.4 (a): The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.	Narrative describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work.			
	Narrative documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.			
B3.3.4 (b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.	Narrative provides documentation that the director has a full-time appointment to the social work baccalaureate program.			

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Section 3 – Draft of the Following Accreditation Standards

3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	Concern	Comments
<p>B3.3.4 (c): The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.</p>	<p>Narrative describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program.</p>			
	<p>Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program.</p>			
	<p>Narrative discusses that this time is sufficient.</p>			

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Section 3 – Draft of the Following Accreditation Standards

3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	Concern	Comments
3.3.5: The program identifies the field education director.	Narrative identifies the social work field education director.			
3.3.5(a): The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.	Narrative describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.			
B3.3.5(b): The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.	Narrative documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.			

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Section 3 – Draft of the Following Accreditation Standards

3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	Concern	Comments
<p>B3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.</p>	<p>Narrative describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education.</p>			
	<p>Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program.</p>			
	<p>Narrative discusses that this time is sufficient.</p>			

Section 3 – Draft of the Following Accreditation Standards

2. Explicit Curriculum

The *Compliance Statement* column in section 3 of the Benchmark I Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Draft of the Following Accreditation Standards** in Benchmark I. In the *Location* column, the program indicates the document name and page number where each compliance statement is addressed in the program’s Benchmark I. The commission reader types suggestions to improvement to be used when the program develops its Benchmark II document in the *Comments* column.

Accreditation Standard 2.0—Curriculum			
The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.			
Nine Required Social Work Competencies			
The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice.			
Competency 1 – Demonstrate Ethical and Professional Behavior			
Competency 2 – Engage Diversity and Difference in Practice			
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice			
Competency 4 – Engage In Practice-informed Research and Research-informed Practice			
Competency 5 – Engage in Policy Practice			
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities			
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities			
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities			
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
Accreditation Standard	Compliance Statement	Location	Comments
B2.0.3: The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.	Program provides a matrix illustrating how the curriculum content implements the nine required social work competencies and any additional competencies added by the program.		
	Narrative explains how the program’s matrix demonstrates the implementation of the nine required social work competencies and any additional competencies added by the program.		

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Section 3 – Draft of the Following Accreditation Standards

2. Explicit Curriculum

Educational Policy 2.2—Signature Pedagogy: Field Education
Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline -- to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education			
Accreditation Standard	Compliance Statement	Location	Comments
2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.	Narrative explains how the program’s field education program connects the theoretical and conceptual contributions of classroom and field.		

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3. Implicit Curriculum

<p>Educational Policy 3.1—Student Development Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.</p> <p>To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.</p>			
<p>Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation</p>			
<p>Admissions</p>			
Accreditation Standard	Compliance Statement	Location	Comments
B3.1.1: The program identifies the criteria it uses for admission to the social work program.	Narrative identifies the criteria the program uses for admission to the social work program.		
3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.	Narrative describes the policies and procedures for evaluating admission applications.		
	Narrative describes the policies and procedures for notifying applicants of the admission decision.		
	Narrative describes the policies and procedures for notifying applicants of any contingent conditions associated with admission.		

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3. Implicit Curriculum

3.1.4: The program describes its policies and procedures concerning the transfer of credits.	Narrative describes the program’s policies and procedures concerning the transfer of credits.		
3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.	Narrative submits the program’s written policy indicating that it does not grant social work course credit for life experience or previous work experience.		
	Narrative documents how the program informs applicants and other constituents of this policy.		
<p>Advisement, retention, and termination</p>			

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<p>3.1.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.</p>	<p>Narrative describes the program's academic and professional advising policies and procedures.</p>		
	<p>Narrative documents that professional advising is provided by social work program faculty, staff, or both.</p>		

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3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	Comments
3.1.7: The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.	Narrative submits the program's policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures.		
	Narrative describes how the program informs students of the program's criteria for evaluating their academic and professional performance and its policies and procedures for grievance.		
3.1.8: The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.	Narrative submits the program's policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.		
	Narrative describes how the program informs students of these policies and procedures.		
<i>Student participation</i>			
3.1.9: The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.	Narrative describes the program's policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.		
3.1.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.	Narrative demonstrates how the program provides opportunities and encourages students to organize in their interests.		

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Section 3 – Draft of the Following Accreditation Standards

3. Implicit Curriculum

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned. one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.2—Faculty

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

Section 3 – Draft of the Following Accreditation Standards

3. Implicit Curriculum

Educational Policy 3.3—Administrative Structure			
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.			
Accreditation Standard 3.3—Administrative Structure			
Accreditation Standard	Compliance Statement	Location	Comments
3.3.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.	Narrative describes the program's administrative structure.		
	Narrative demonstrates how the program's administrative structure provides the necessary autonomy to achieve the program's mission and goals.		
3.3.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.	Narrative describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.		
3.3.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.	Narrative describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.		

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3. Implicit Curriculum

Educational Policy 3.4—Resources			
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.			
Accreditation Standard	Compliance Statement	Location	Comments
3.4.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.	Narrative describes the procedures for budget development and administration the program uses to achieve its mission and goals.		
	Narrative includes a completed budget form.		
	Narrative explains how the program’s financial resources are sufficient and stable to achieve its mission and goals.		
3.4.4: The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.	Narrative submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving the program’s mission and goals.		
3.4.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.	Narrative describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve the program’s mission and goals.		
3.4.6: The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.	Narrative describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.		

Section 3 – Draft of the Following Accreditation Standards

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard	Compliance Statement	Location	Comments
<p>4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel.</p>	<p>The program’s assessment plan was presented for generalist levels of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs).</p>		
	<p>Assessment of competence was done by program designated faculty or field personnel.</p>		

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Section 3 – Draft of the Following Accreditation Standards

4. Assessment

Accreditation Standard	Compliance Statement	Location	Comments
The plan includes: <ul style="list-style-type: none"> A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option. 	Program provides a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, including any competencies added by the program.		
	Program provides at least two measures to assess each competency, including any competencies added by the program.		
<ul style="list-style-type: none"> At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations 	Program provides at least two measures to assess each competency, including any competencies added by the program.		
	At least one of the assessment measures is based on demonstration of the competency in real or simulated practice situations.		
<ul style="list-style-type: none"> An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP4.0. 	Narrative explains how the assessment plan measures multiple dimensions of each competency, as described in EP4.0 (involving both performance and the knowledge, values, skills, and cognitive and affective processes).		
	Narrative includes benchmarks for each competency.		
<ul style="list-style-type: none"> Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark. 	Narrative includes benchmarks for each competency.		
	Narrative includes a rationale for each benchmark.		
<ul style="list-style-type: none"> An explanation of how the program determines the percentage of students achieving the benchmark. 	Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark.		
	Program provides copies of all assessment measures used to assess all identified competencies.		

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Section 3 – Draft of the Following Accreditation Standards

4. Assessment

Accreditation Standard	Compliance Statement	Location	Comments
<p>4.0.5: For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.</p>	<p>For each program option, the narrative provides the program plan for assessing the implicit curriculum, including program-defined stakeholders.</p>		
	<p>For each program option, the narrative provides summary data for the assessment of the implicit curriculum, as defined in EP 4.0, including program-defined stakeholders (Compliance need not be demonstrated until BMIII).</p>		
	<p>For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes (Compliance need not be demonstrated until BMIII).</p>		

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Section 4

This section is used by the commission visitor to recommend a decision to the Commission on Accreditation and summarize areas of concern for the program to address in its program response.

1. Commission Visitor Name:

2. Commission Visit Date:

3. List the groups and individuals from the program and university who met with the commission visitor.

4. Recommended Decision (check one):
 - Grant Candidacy Status
 - Defer decision on Candidacy Status One Meeting for Additional Information
 - Deny Candidacy Status

5. List and number areas of concern, cite the Accreditation Standard and/or Educational Policy, and write a brief discussion including the issue and how you would instruct the program to fix it in its program response.

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Section 5

This section is used by the commission reader to recommend a decision to the Commission on Accreditation and summarize areas of noncompliance.

1. Program Name:
2. Commission Reader Name:
3. Recommended Decision (check one):
 - Grant Candidacy Status
 - Defer Decision on Candidacy Status One Meeting for Additional Information
 - Deny Candidacy Status
4. List and number areas of noncompliance, cite the Accreditation Standard and/or Educational Policy, and write a brief discussion including the issue and how you would instruct the program to fix it. Your brief statement becomes language for use in the COA decision letter.