

LUTHER COLLEGE

Social Work

Accredited by the Council on Social Work Education 1976-2021

Student Handbook

Luther College
Decorah, Iowa

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TABLE OF CONTENTS

Introduction

- I. History, Mission, Goals and Competencies
 - History*
 - Mission of the Social Work Program*
 - Goals of the Social Work Program*
 - Competencies*

- II. Requirements for the Major
 - Definition of Generalist Social Work Practice*
 - Social Work Courses Required for the Major*
 - Field Education*
 - Beginning Social Work Field Experience*
 - Field Instruction in Social Work*
 - Format and Duration of Field Instruction*
 - Selection of Field Locations, Agencies and Instructors*
 - Placement Procedures*
 - Professional Seminar*

- III. Admission, Retention, Termination Policies and Readmission
 - Admission Criteria [EPAS 3.1.1]*
 - Admission Process and Requirements [EPAS 3.1.1]*
 - Application Process [EPAS 3.1.2]*
 - Retention in the Social Work Major [EPAS 3.1.7]*
 - Termination Policies [EPAS 3.1.8]*
 - Procedures for termination for academic reasons*
 - Procedures for termination for professional reasons*
 - Readmission to the Social Work Major*

- IV. Transfer Credit, Proficiency Exams and Life Experience [EPAS 3.1.4 and 3.1.5]

- V. Academic and Professional Advising in the Program [EPAS 3.1.6]

- VI. Student Rights and Responsibilities

- VII. Grievance Procedure [EPAS 3.1.7]

- VIII. Student Engagement in Governance [EPAS 3.1.9 and 3.1.10]

- IX. Student Organizations and Student Research
 - Social Work Association [EPAS 3.1.10]*
 - Phi Alpha Honor Society*
 - Student Research*

- X. Departmental Scholarships
 - Don Kemp Memorial Scholarship*
 - Jessa Slostad Scholarship*
- XI. Ethical Behavior and Code of Ethics
- XII. Professional Association
 - Social Work Licensing*
- XIII. Social Work Advisory Board [EPAS 3.1.9]
- XIV. Social Work Faculty
- XV. Policies
 - Equal Opportunity*
 - Nondiscrimination*
- XVI. Supporting Documents
 - Social Work Field Manual*

The purpose of this handbook is to explain various aspects of the program including: accreditation by the Council on Social Work Education (CSWE), courses required for the major, requirements and procedures for admission and dismissal, policies regarding transfer credit, professional and academic advising, the role of students in program governance, and a summary of activities and opportunities available to social work students. All social work majors will be assigned an advisor in the social work program who will assist in the planning of courses and answer questions that arise for individual students. More information about each faculty members' background and areas of emphasis can be found on the social work webpage: www.luther.edu/socialwork

I. HISTORY, MISSION, GOALS, COMPETENCIES

History

Luther College was founded in 1861 to educate pastors for Norwegian immigrant congregations. The strong commitment to the liberal arts has endured and remains the foundation for an expanding range of pre-professional and professional programs. Social work courses were first offered in the early 1970's, and the social work program was first accredited by CSWE in 1976. The addition of social work as a major was a logical extension of the long-standing commitment of the college to serve the common good. The college's emphasis on connecting freedom with responsibility, faith with learning and life's work with service directly shape and are shaped by the social work program at the college. The college's goals for student learning (falling in the domains of knowledge, abilities and values) are directly embedded in social work's emphasis on professional knowledge, values and skills. Thus, the program mission and goals are symbiotic with the college's mission and goals for student learning.

The social work major at Luther College is based on three closely related segments of the college's curriculum: the basic requirements for the Bachelor of Arts degree, the specific course work required for the social work major, and the elective courses chosen by the student in consultation with an academic advisor.

Through the courses that are required of all graduates, social work majors will obtain the ability to read and write well, to think critically, and to analyze prevailing and historical value systems. Majors will gain insight into their own identity and an understanding of other cultures. Students will be exposed to the fine arts, Paideia, other social science disciplines, religion and philosophy, a foreign language, the natural sciences, and physical education.

In the social work major, students will obtain knowledge and skills in eight areas of emphasis: social work values and ethics, social welfare policy and services, human behavior and the social environment, social work research, social work practice, field practicum, populations-at-risk and social and economic justice, and diversity. The areas of emphasis do not necessarily represent specific courses, rather ideas and skills that are needed for effective beginning generalist social work practice.

Students considering the social work major are encouraged to take advantage of the rich variety of course offerings at Luther and leave their options for change open as long as practical while they come to know more about themselves, their aptitudes, and their interests. Thus, with the help of an advisor, students are encouraged to take electives that explore not only their immediate interests, but also those which will produce a broad experience.

The program mission and goals are met through the required courses in social work and enhanced by the general education requirements and the rich variety of electives available at the college.

Mission of the Social Work Program

The Social Work Program at Luther College is grounded in the history, purposes, and philosophy – as well as the knowledge, values, and skills – of the social work profession. It operates within the context of a small church affiliated liberal arts college in rural town in the American upper Midwest. The core values of the social work profession that shape the Luther Social Work Program are: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.

The program assists students in developing their professional core competencies including the knowledge, values, skills, and professional identity they need to practice as entry level generalist professional social workers promoting human and community wellbeing in a diverse, complex, and global world. Graduates are prepared to be culturally competent life-long learners, active citizens, and advocates for social and economic justice who value the dignity and worth of the person and the importance of human relationships. Graduates are prepared to be competent social workers who practice with integrity through critical thinking, use of research-based interventions, scientific inquiry, sound ethical decision making, and a respect for human diversity. The program prepares students to serve as leaders in strengthening the social service delivery system, as they strive to empower people in their environments and working to eliminate poverty, racism and other conditions that limit human rights. The program also contributes to knowledge in the field, provides leadership and expertise to strengthen the social service system, and works for the common good in an ever-changing society.

Goals of the Social Work Program

The social work program has three primary goals that are closely aligned with one or more CSWE Social Work Competencies.

Goal 1: Prepare students for competent and effective entry-level generalist professional social work practice with individuals, families, groups, organizations, and communities through mastery of the knowledge, values, and skills that inform the nine core competencies.

Goal 2: Prepare students to think critically, using the values, codes of ethics, and research base of the profession.

Goal 3: Prepare students to use prevention and intervention methods to work effectively in changing contexts with diverse populations, drawing on people's strengths and resilience.

Competencies

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the [Council for Higher Education Accreditation](#) as the sole accrediting agency for social work education in this country. The Luther College Social Work Program is fully accredited by CSWE. This accreditation is reaffirmed every eight years.

The CSWE [2015 Educational and Policy Standards for Social Work Education](#) (EXHIBIT A) guide course design and assessment. Each course syllabus in the social work program defines the competencies that will be a focus of the course and methods for assessment.

II. REQUIREMENTS FOR THE MAJOR

All students are required to satisfy the All College Requirements for the college and the requirements for completion of a major. Students should work with their advisor to plan courses each semester. The

courses required for the major are designed to prepare students for generalist social work practice.

Definition of Generalist Practice (CSWE, Educational Policy Standard B2.0)

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. The baccalaureate program in social work prepares students for generalist practice. 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. (CSWE, 2015, p.11)

Social Work Courses Required for the Major

The courses required for the major are as follows:

SW 101	Introduction to Social Work and Social Justice	4
SW 102	Social Work Field Experience	4
SW 201	Fundamentals of Social Work Practice I	4
SW 204	Human Behavior in the Social Environment I	4
SW 301	Social Work Practice II	4
SW 303	Human Behavior in the Social Environment II	4
SW 304	Social Welfare Policy and Issues	4
SW 305	Research Methods and Utilization	4
SW 401	Social Work Practice III	4
SW 402	Field Instruction in Social Work Practice	8
SW 403	Professional Seminar	4
SW 490	Senior Project	2
<i>Correlative Courses Required for the Major</i>		
POLS 247	Social Policy	4
BIO 115	Human Anatomy	4

An example of a typical program of courses for the social work major and a social work advising checklist are included as EXHIBIT C.

Field Education

Beginning Social Work Field Experience

During the Luther College January Term, students enroll in one course, which allows them to focus on and explore a single discipline. The January term SW 102 Social Work Field Experience provides students with multiple opportunities: to observe a social worker and/or social service organization in action; to begin to evaluate one's potential for social work as a professional career; and to develop or increase one's skills in providing helping service to other people. At a minimum, the student's host agency will provide the opportunity for meaningful observation of its basic service activities. In addition, the student may become involved in some specific tasks, which are part of the service function of the organization.

Students are encouraged to choose their own specific area of interest and to initiate their own contacts with social service organizations which might provide a January-term internship opportunity. The social work program typically approves the arrangements initiated by students and ensures that:

1. The organization provides service at a professional level.
2. The student will have the opportunity to observe the activities of social work personnel.
3. The student will be able to directly observe, and become involved in, the major service tasks.
4. The student will be provided with educational guidance during that internship period, including an evaluation at the completion of the experience.
5. The student completes a minimum of 120 hours of field experience.

Field Instruction in Social Work

As their final practical coursework, all social work majors will complete a full-semester block placement internship of at least 400 hours, under the supervision of a social worker. The SW 402 Field Instruction course is paired with a weekly SW 403 Professional Seminar course. These two courses together allow students to apply the nine competencies detailed in the 2015 Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE). Each student completes an individualized field Learning Contract in order to plan for specific activities in which to practice each of these competencies. The field Learning Contract also serves as the final Field Evaluation tool in order to measure achievement of the competencies specific to each student's placement experience.

Format and Duration of Field Instruction. Field Instruction takes place in the senior year after all other requirements for the major have been completed, except for the concurrent SW 403 Professional Seminar. Students usually work in one agency full-time for one semester of fourteen weeks, completing a minimum of 400 hours of actual in-placement time.

Selection of Field Locations, Agencies and Instructors. In order to provide a range of placement experiences that prepare social work students for a diverse array of contexts and clients, the following placement locations are available:

1. **Decorah, IA:** Students are generally placed in human service agencies within an 80-mile radius of Decorah. Field instruction arrangements are made in conjunction with the Field Director. Field placements begin in February and last the entire spring semester.
2. **Chicago, IL:** Luther College partners with the [Chicago Center for Urban Life and Culture](#)

(“Chicago Center”) to arrange social work field placements related to student interests and capabilities. Students live in apartments with both Luther College students, as well as students from other colleges, and participate in a weekly Professional Seminar led by Chicago Center staff. Students are enrolled as Luther College students. The Chicago Center program begins in early January, and works best for students who are not enrolled in a January term course at Luther College.

3. **Denver, CO:** The Luther College Social Work program began partnering with Wartburg College in 2017 to arrange social work field placements through their [Wartburg West](#) satellite campus in Denver, CO. Students live with both Luther College students, as well as students from other colleges, and participate in a weekly Professional Seminar led by Wartburg West staff as well as an Urban Living course. Students are enrolled as Wartburg College students and transfer credits back to Luther College. The Denver program begins in early January, and students cannot enroll in a January-term course at Luther College and complete a placement in Denver.
4. **Twin Cities, MN:** Students completing their internship during a 9th semester may consider doing their placement in the Minneapolis / St. Paul metropolitan area. Arrangements are made in consultation with the Field Director, and on a case-by-case basis. Field Seminar may be completed at an area institution, as negotiations allow (e.g. St. Catherine University).

When arranging senior field locations and placements, the Field Director in consultation with other social work faculty will consider student interests, individual learning needs, schedules, availability, and characteristics such as the following:

- a) The agency provides a professional level of service consistent with the values, knowledge, and skills of the social work profession.
- b) The agency has reasonable stability of funding, staff and size to maintain the basic program of the agency without reliance on students.
- c) The agency provides access to direct involvement in the practice of generalist social work with individuals, families, groups, communities and organizations.
- d) The agency will provide a field instructor interested in educating students, and who holds a Bachelors or Masters degree in social work from a CSWE-accredited program plus at least 2 years of practice experience. When this is not possible, but the setting provides beneficial learning opportunities, off-site supervision is arranged with a social worker who holds a social work degree from a CSWE-accredited program and has at least 2 years of practice experience.
- e) The agency is able to provide students with sufficient space and logistical support.
- f) The agency is willing to cooperate with the college in planning for educationally oriented supervision and evaluation of students placed in the agency.

Field Instructors are selected from agency staff based on their experience and recognized expertise in social work practice, and their interest in students and the teaching-learning process. Field Instructors must have either an MSW or BSW, at least two years of experience in social work practice, and an ability to provide 45-60 minutes per week of individualized supervision with a student.

In cases where an agency can provide a quality learning opportunity, but cannot provide a qualified Field Instructor, the Field Director may identify an off-site social worker to provide shared supervision of the student. Supervision shared by a “task supervisor” and a “social work supervisor” should be shared equally (50/50), for example the task supervisor meeting with a student for an hour one week, and the social work supervisor meeting with the student for an hour the next week.

Placement Procedures. During the Spring Semester of junior year, students will complete an “Application for Senior Field Practicum.” This application allows students to indicate preferences regarding placement location and type. This information will be used by the Field Director, in consultation with other social work faculty, to ensure readiness for a senior field placement and for making placement referrals to off-site programs.

For placements in Decorah and the Twin Cities, the Field Director contacts area agencies of interest to the student, to ascertain whether or not the agency can accept a student for the coming semester. Following notification from the Field Director, the student contacts the agency for a placement interview. If both the student and the agency agree to the placement, the arrangement is confirmed. If one or both do not agree, the matter is referred to the Field Director, and another plan will be made. Placement arrangements are usually completed early in the semester preceding placement.

For placements in Chicago and Denver, after approval by the Field Director, students must follow the application procedures for the particular program. Students should expect that provision of resumes, and participation in placement interviews, will be part of the process.

In special circumstances, students may consider field placements outside of the U.S., in consultation with the field director and their advisor.

Professional Seminar

Students are required to enroll in SW 403 Professional Seminar concurrently with Field Instruction. For students enrolled in Decorah, this class meets for orientation during the first week of spring semester and then weekly for three hours throughout the semester. Students enrolled in SW 402 Field Instruction off-campus will participate in a SW 403 Professional Seminar in the community where they are living.

Seminar assignments are designed to support the field instruction and to help integrate previous course knowledge with actual work experience. The seminar sessions provide an opportunity for the students to discuss their field experiences and to learn from one another about a variety of social work agencies, client situations and services. Students will be instructed in maintaining agency and client confidentiality in material used for seminar work.

III. ADMISSION, RETENTION, TERMINATION POLICIES & READMISSION

The purposes of application and admission to the major are:

1. To provide the opportunity for the student to make a thoughtful and deliberate choice of major.
2. To provide a formal opportunity for faculty to assess a student's goodness of fit with the knowledge, values and skills necessary for the profession.
3. To begin or enhance the student-faculty advising relationship.
4. To identify and plan for completion of courses for the social work major.

Admission Criteria

Students can be admitted to the major when they have successfully completed ALL of the following:

1. Completion of SW 101 Introduction to Social Work and Social Welfare.
2. Completion of SW 102 Field Experience.
3. Satisfactory evaluation of professional and ethical conduct in field (measured by field supervisors' evaluation in SW 102).
4. Completion of or enrollment in SW 201 Fundamentals of Practice I.
5. Cumulative GPA of 2.0 or higher (4.0 scale) at the time of admission. Applicants with a GPA below 2.5 will be required to develop an academic learning plan with their advisor, with follow-up with the advisor each semester.
6. Completion of Social Work Application to the major (Exhibit B).
7. Completion of an interview with social work faculty.
8. Disciplinary release

Admissions Process and Requirements

In the admissions process for the social work major, the faculty is evaluating four basic characteristics that it believes are essential to becoming a beginning level generalist social worker. The four characteristics are:

1. Potential for academic success in the social work major.
2. Demonstrated ability to engage in a process of self-discovery and self-awareness and self-improvement, especially as it relates to professional behaviors.
3. Demonstrated ability to engage in productive interpersonal relationships and willingness to refine this skill.
4. Commitment to the social work professional values of: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Application Process

Application to the major is made by completing the "Application for Admission to the Social Work Major" and completing an interview with social work faculty. The five steps of the application process are described below.

1. Submission of the 'Application for Admission to the Social Work Major' form
Students complete the written application to the major when the student has met the admission criteria (1-5 above). The application includes documentation of completed coursework and letter grades, a disciplinary release for student life, responses to short answer questions, and an essay.
2. Verification of course completion and GPA
Social Work Faculty advisors verify course completion and GPA upon receiving your written application to the major. If you do not have an advisor in the social work program you may be required to submit documentation of GPA to the Program Director.
3. Beginning Field Experience
Include a copy of your SW 102 Supervisor's evaluation with your application.
4. Completion of the disciplinary release

5. Interview

Once you complete the application to the major and provide required documentation, you will sign up for an interview with members of the social work faculty. The Program Director will send a list of times to all eligible applicants.

6. Decision

After reviewing application documents and conducting interviews, the social work faculty make a joint decision on admission. The faculty will consider factors such as academic performance, and student behaviors that are consistent or inconsistent with the Social Work Code of Ethics. There are three potential decision statuses:

Accepted: If accepted, students will receive a letter from the Program Director. A copy will also be placed in a student's advising file. Students who do not yet have a social work advisor are required to request a social work advisor at this time.

Accepted with Conditions: Students accepted with conditions will be informed about the nature of those conditions and possible remedies. The student should schedule a meeting with the Social Work Advisor or Program Director about plans to address the noted conditions of acceptance.

Not Accepted: The Program Director will meet with any student not accepted to the major to convey that decision. Students who have not met requirements for admission will make a plan for meeting the requirements.

Students may withdraw from the social work major at any time, according to college policy.

Students who are not satisfied with the decision made by the faculty may proceed with a grievance through the Social Work Program grievance procedure (see Section VII).

Retention in the Social Work Major

Upon acceptance into the Social Work Program, students are notified in writing about the status of their admission. The letter informs students of the requirements necessary to remain in accepted status. They are as follows:

1. Designate a Social Work Faculty member as their advisor in the Registrar's Office and utilize this person in future planning.
2. Maintain a Luther College cumulative grade point average of 2.0. Students with a GPA below 2.5 are required to develop an academic learning plan with their advisor with follow-up with the advisor each semester until the GPA rises above a 2.5.
3. Earn a C or better in all social work practice courses (SW 201, SW 301, SW 401)
4. Continue to demonstrate suitability to enter the profession of Social Work by maintaining compliance with the Luther Honor Code and the Social Work Code of Ethics.
5. Demonstrate professional behaviors in the classroom in preparation for the professional semester.

Termination Policies

After admission to the program, almost all students finish the major, graduate and go on to

employment in professional social work positions. In rare circumstances, after admission to the program, a student will demonstrate unsuitability to continue with the major for either academic or professional reasons. In such a case, the student may be terminated from the social work major by action of the social work faculty. The primary areas of concern in determining unsuitability include:

1. Violation of the NASW Code of Ethics.
2. Violation of the Luther College Student Honor Code.
3. Unprofessional conduct in the classroom, community or field placement.
4. Unsatisfactory performance in coursework or field instruction, including, but not limited to: absenteeism, failure to complete assignments, failure to follow instructions, unprofessional conduct, disciplinary action by the college or law enforcement.
5. Failure to follow through on faculty recommendations in relation to acceptance into the program with conditions.
6. Noncompliance with any of the items listed above under “retention in the Social Work Major.”

Procedures for termination for academic reasons:

1. Academic concerns are identified. These concerns may be identified by (but not limited to): social work program faculty, other faculty, student, student life, or other person with reliable information about academic concerns.
2. The student’s advisor, in consultation with program faculty and other college offices when appropriate, will discuss the concern with the student and develop a plan for resolution. Students whose GPA falls below 2.5 will be required to complete an academic recovery plan.
3. If the resolution is not satisfactory to all parties, the Social Work Program faculty will give the student an opportunity to present information to the faculty.
4. The Social Work Program faculty will make a decision to resolve the concern that may include actions the student will be required to take and/or may include termination from the Social Work Program.
5. If a student is not satisfied with the outcome of the decision by the Social Work Program faculty, the grievance procedures outlined in the Social Work Student Handbook, Section VII, are available to the student.

Procedures for termination for unprofessional behavior:

Professional behavior is expected of students in the classroom, in field placements, and as a member of the community. Occasionally a student who has performed well in coursework may demonstrate unprofessional behavior that could impact their suitability for placement in field and entrance into the social work profession. Concerns about unprofessional behavior are handled on a case by case basis using the following procedures.

1. Concerns of unprofessional behavior are identified. These concerns may be identified by (but not limited to): social work program faculty, other faculty, field instructor, agency staff, client, student, student life, or other person with reliable information about unprofessional behavior.
2. The student’s advisor or field director, in consultation with program faculty and other college offices when appropriate, will discuss the concern with the student and develop a plan for resolution.
3. If the resolution is not satisfactory to all parties, the Social Work Program faculty will give the student an opportunity to present information to the faculty.
4. The Social Work Program faculty will make a decision to resolve the concern that may include actions the student will be required to take and/or may include termination from

the Social Work Program.

5. If a student is not satisfied with the outcome of the decision by the Social Work Program faculty, the grievance procedures outlined in the Social Work Student Handbook, Section VII, are available to the student.

Readmission to the Social Work Major

If a student withdraws or takes a leave of absence from the college, and subsequently returns to school, a readmission process to the social work major may be required at the discretion of the social work faculty.

IV. TRANSFER CREDIT, PROFICIENCY EXAMS AND LIFE EXPERIENCE

Transfer of social work credits from CSWE accredited undergraduate social work programs will be considered upon the presentation of official transcripts and course syllabi from the transferring institution. The key to awarding transfer credit is the comparability of course content from the transferring institution. Transfer credit recommendations are made by the Program Director to the College Registrar. Social work practice course transfer credit is not permitted from non-accredited social work programs. Social work academic credit is not allowed for life experience, work experience or proficiency examinations.

V. ACADEMIC and PROFESSIONAL ADVISING IN THE PROGRAM

Every student at Luther College has a faculty advisor. At any point beyond first semester, a student may request an advisor in the academic major in which h/she already has or is beginning to develop an interest by completing the change of advisor form on the Registrar's website (www.registrar.luther.edu). Requests for specific advisors are usually granted unless an imbalance exists in the advising load among the faculty. A student may change advisors at any time through this same process. Students accepted into the Social Work Program must select a social work faculty member as their advisor.

The duties of the advisor are to guide the student in choosing appropriate courses and to function as liaison and advocate in the best interest of the student's learning needs.

It is required that each student has an advisement session with his/her advisor each semester. Usually, the session occurs in the month before registration for the next semester. Students are encouraged to contact their advisor at any other time.

An example of a typical program of courses for the social work major and a social work advising checklist are included as EXHIBIT C and D. Courses required for the social work major are consistently up to date on the Social Work Program website.

Professional advising happens throughout the student's time in the program. Each semester, academic advisors talk with students about career goals and how they might use summer employment and internship opportunities to gain work experience. Faculty also partner with the student-led Social Work Association to offer a "career and graduate school" session once a year. Professional advising is also embedded into the practicum seminar in the final semester including discussion of graduate school, the job search process and licensure process.

VI. STUDENT RIGHTS & RESPONSIBILITIES

A statement concerning social work student rights and responsibilities is found in Exhibit E.

VII. GRIEVANCE PROCEDURES

The college Student Life Office establishes grievance procedures for the college. These procedures are in the [Luther College Student Handbook](#)

If a student believes her/his rights have been violated or denied within the context of the academic or co-curricular programs of the Social Work Program, the following recommended grievance procedures have been established.

When possible, the student should communicate directly with the faculty member or field instructor with whom s/he has a grievance to seek a satisfactory resolution. If the student is: a) reluctant to take this step, or b) takes this step but does not reach a satisfactory resolution, the second recommended step is for the student to communicate the grievance to her/his academic advisor. If a satisfactory resolution is not reached at this point, the next steps would be: 1) communications with the Program Director and 2) a meeting with all or part of the program faculty.

While it is recommended that students start the process at step one, it is important to note that students may initiate a grievance at any stage of this process.

If the grievance is not resolved to the student's satisfaction within the Social Work Program, the next steps in the grievance process would be the Department Head, Department of Sociology, Anthropology and Social Work and then, if necessary and depending on the nature of the grievance, on to the Academic Dean or the Dean for Student Life.

VIII. STUDENT ENGAGEMENT IN GOVERNANCE

Student Senate is the primary means for student participation in the governance of the Luther College community. Student Senate serves Luther students and student organizations by providing them with resources to achieve their goals and connect faith with learning and service with responsibility. Student Senate consists of twenty-seven student representatives elected each spring, with the addition of three first-year representatives elected in the fall.

Both Social Work Association and Phi Alpha appoint one member to serve on the Social Work Advisory Board. This board assists in the planning and development of the Social Work Program. In 2018, social work students, working through SWA, were the key driver in creating a statement about inclusivity on campus. Student ideas, opinions, and feedback are encouraged and welcomed by the program faculty.

IX. STUDENT ORGANIZATIONS & RESEARCH

Social Work Association

The Social Work Association is student-led, chartered by the college, and serves as an informal vehicle for getting acquainted with other social work students, faculty, and social workers in the local community. Since its inception, the association has provided a forum for a variety of social, professional-development, and community-service activities. Opportunities to develop both leadership skills and important networks in a professional field make the association an active club.

Phi Alpha Honor Society

The program's Lambda Theta chapter of the Phi Alpha National Social Work Honor Society serves to

promote and acknowledge excellence in scholarship, leadership, and service. Admission criteria for Phi Alpha include: 3.0 GPA overall 2) 3.25 Social Work cumulative GPA 3) Completion of: SW101 – Introduction to Social Work & Social Welfare, SW 102 – Social Work Field Experience, SW201 – Fundamentals of Social Work Practice I 4) Declared Social Work Major

Student Research

Students are encouraged to pursue scholarship outside of the classroom through a variety of college-funded programs. Academic Administrative Assistantships are provided for students to participate directly in the research process to support faculty scholarly work or academic programs. Typically, students are invited by a faculty member to participate in an assistantship and the faculty member completes the application.

Student research funds are also available for students to pursue research outside of the traditional academic calendar. These projects are in partnership with a faculty member who serves as a mentor to the student but the research is student led. Students who are interested in student research funds should talk with a social work faculty advisor about their application.

Information about both of these funds can be found at www.luther.edu/dean

X. DEPARTMENTAL SCHOLARSHIPS

Don Kemp Memorial Scholarship

Don Kemp came to Decorah, Iowa in 1978 after working as the Chief of Field Operations for the Alaska Division of Public Assistance. Don was a leader in the social work program at Luther College from 1978-2003. Don's contributions to the social work program, campus community, social work profession and broader community are too many to name, but a few key highlights include:

- Founder of the Can Mountain Day event which took place at Luther College from 1993-2003 and raised thousands of dollars for Winneshiek County Habitat for Humanity.
- Helped establish the Luther College Habitat for Humanity "Home for Christmas" project
- Volunteer Executive Director for Winneshiek County Habitat for Humanity
- Served on the Winneshiek County Resource and Conservation and Development Board
- Established the Environmental College for Young Leaders at Luther College
- Chairperson for the Iowa Confederation for Social Work Educators
- 1997 Social Worker of the Year
- Advocated for social work licensing in the state of Iowa

The Don Kemp Memorial Social Work Scholarship was established by his family on the 4th day of March 2004, to honor Don's memory as husband and father, teacher and social justice activist. It is awarded to a junior social work major who best embodies the mission and objectives of the Social Work Program with personal qualities of commitment, initiative and service.

Jessa Slostad Scholarship

Jessa Slostad was a social work student at Luther College from 1999 to 2002. She had cystic fibrosis during her lifetime and died in the spring of 2002 as a result of the disease. She was an independent, hardworking student who appeared to be as carefree and cheerful as any other student on campus. She insisted on not being different and not being treated differently because of her health issues.

The Jessa Slostad Memorial Scholarship was founded by her family and the social work program faculty after her death to honor her memory as a student who met extraordinary challenges with equanimity. The award is given annually to a junior social work major that shows financial need and qualifies for Student Support Services.

XI. ETHICAL BEHAVIOR & CODE OF ETHICS

Students entering the social work major, and thereby the social work field, are expected to be knowledgeable about the NASW Code of Ethics and act in accordance with the code¹. Students will receive a copy of the NASW Code of Ethics upon entrance in the program and are expected to keep this for reference for the duration of the program. Students can also access an [electronic copy](#) from the NASW website. Students should demonstrate their ability to apply social work ethical principles to guide professional practice in the following ways:

- Make ethical decisions by applying standards of the 2017 NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making and ethical research practices.
- Recognize and manage personal values through reflection and self-regulation.
- Demonstrate professional behavior and communication, including the ethical use of technology, and utilization of supervision and consultation.

XII. PROFESSIONAL ASSOCIATION

There are a number of associations that represent and promote the interests of professional social workers. The [National Association of Social Workers \(NASW\)](#) is the largest and oldest of the associations.

NASW advocates for social workers in a number of ways including: preparation of public policy proposals; lobbying for political action; administering the Academy of Certified Social Workers; and developing practice and personnel standards.

We strongly urge students to join NASW. The membership dues for students are about 25% of the cost for non-students. Students are strongly encouraged to become a part of the professional communities of social workers through attendance at conferences or membership in professional organizations while undergraduate social work students.

Social Work Licensing:

Since the early 1970's states have passed Social Work Licensing laws. The purpose of these laws is to assist the public through identification of standards for the safe professional practice of social work. Each state jurisdiction defines what is required for each level of social work licensure. Typically, there are four categories of practice that jurisdictions may legally regulate.

Bachelors: Baccalaureate social work degree upon graduation;

¹ While the 2017 NASW Code of Ethics is the primary guide used for ethical practice in the United States, students are also introduced to the importance of attention to social work in a global context. Students are introduced to the [Global Social Work Statement of Ethical Principles](#) of the [International Federation of Social Workers \(IFSW\)](#); and the [International Association of Schools of Social Work \(IASSW\)](#).

Masters:	Master's degree in social work (MSW) with no post-degree experience;
Advanced Generalist:	MSW with two years post-master's supervised experience; and
Clinical:	MSW with two years post-masters direct clinical social work experience.

Graduates of the Luther College Social Work program are eligible for the bachelor's level licensing exam. Students will learn more about the preparation and procedures for the exam in the Field Seminar course or can get more information from the Association of Social Work Boards (www.aswb.org)

XIII. SOCIAL WORK ADVISORY BOARD

The Social Work Advisory Board assists in the planning and development of the Social Work Program. The Advisory Board typically meets twice a year and provides students and faculty with an additional community resource, reports trends in the field, helps in the location of field placements, advises on curriculum review and evaluation, and information on social work job possibilities for graduates. The Board also assists the program in recruiting new students for the program. A current list of advisory board members can be found on the program website. The board includes at least four individuals who are social workers (including field instructors), two social work students (selected by the student organizations), and the social work faculty members.

XIV. SOCIAL WORK FACULTY

A current list of Social Work Program Faculty at Luther College can be found on the [Social Work Program webpage](#)

XV. POLICIES

Equal Opportunity

Luther College is committed to creating and maintaining an atmosphere where all members of the community--students, faculty, staff and visitors- are treated with respect and dignity. It is the policy of Luther College to provide equal educational opportunities and equal access to facilities for all qualified persons. The College does not discriminate in employment, educational programs, and activities on the basis of age, color, creed, disability, gender identity, genetic information, national origin, race, sex, sexual orientation, veteran status or any other basis protected by federal or state law. This includes the provision of a campus environment that is free from discrimination and harassment. The College will not tolerate any form of illegal or harassment and will not condone any actions or words that constitute such

Nondiscrimination

The Luther College Social Work Program adheres to the college policies on non-discrimination found on the [Office of Human Resources](#) Website. The Luther College Social Work program does not discriminate against students or employees on the basis of age, color, creed, disability, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal or state law. Complaints of possible discrimination within the academic or co-curricular activities of the Social Work Program should follow the grievance procedure outlined in

section of IX of this handbook and procedures outlined in the Luther College Student Handbook available online or through the [Office of Student Life](#),

XVI. SUPPORTING DOCUMENTS

- EXHIBIT A 2015 EPAS Competencies
- EXHIBIT B Application to the Social Work Major
- EXHIBIT C Four Year Course Plan
- EXHIBIT D Student Rights and Responsibilities

EXHIBIT A 2015 EPAS Competencies and Practice Behaviors

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. The complete 2015 Educational Policy and Accreditation Standards can be found on the [CSWE Website](#)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social

workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and **organize data, and apply critical thinking to interpret** information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities

- of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

EXHIBIT B Application to the Social Work Major
LUTHER COLLEGE
SOCIAL WORK PROGRAM
 Application to the Social Work Major

APPLICATION TO THE SOCIAL WORK MAJOR

Social work is both a college major (discipline) and a profession. As such, the Council on Social Work Education (CSWE) requires undergraduate social work programs to assess students/ readiness for the profession of social work. The admission process provides an opportunity for students to consider thoughtfully and consciously the factors that have led to their interest in social work. It provides the faculty with a formal opportunity to talk with students about their interests and readiness, and to plan for the remainder of each student's individual program.

Please type your responses in an electronic or hard copy version of this application. After submitting your application, you will be invited to a 15-20 minute conversation with the social work faculty.

As you complete this application, please be aware that Luther College employees are considered Responsible Employees as it pertains to Title IX related events. Should you disclose an incident of sexual misconduct, we need to report this to Luther's Title IX Coordinator, who will reach out to offer support and options to consider through the conduct system. Accessing services is completely voluntary.

Name: _____ Month/Year of Graduation: _____

1. List social work courses completed, or currently enrolled, along with the letter grade received. _____

Courses	Grade	Date of prior or anticipated completion
<i>SW 101: Intro to Social Work</i>		
<i>SW 102: Field Experience</i>		
<i>SW 201: Practice I</i>		
<i>Other:</i>		
<i>Other:</i>		

2. List and describe any of your volunteer or paid experiences that you found relevant to social work. Please describe how these have influenced your interest in social work.
3. Briefly describe your motives for considering the social work major and why you are choosing social work instead of another avenue for working with people.
4. What strengths (personal qualities, assets, motivations, skills, etc.) and challenges (personal limitations, biases, prejudices, vulnerabilities, etc.) do you bring to the social work profession?
5. If you have identified any areas of social work activity of particular interest to you, or any specific populations with whom you would like to work, please describe these and indicate the reasons for your interests.

6. Please identify and describe any personal issues, either past or present, that might impact you as a practicing social worker (e.g. substance use/abuse, health/mental health issues, abilities/disabilities, experiences of trauma/ maltreatment, etc.). While you are not required to share this information, discussion of such issues can assist your professors in providing reasonable accommodations, and in supporting your learning in a way that can help you to reach your goals. Please also complete the attached form “Disciplinary Release of Information for Admission to the Major and Field Placement”

Revised April 2018

Essay for Application to Social Work Major

Attach a separate sheet(s) for answering the following items. (Use no more than three double-spaced pages.)

- A. Describe two or three formative episodes in your life that have influenced your career choice.
- B. Reflecting on your Field Experience (SW 102):
- What did you learn about social work? What have you learned about yourself (both interests and professional skills) as a professional social worker?
 - Please reflect specifically on any feedback in your SW 102 evaluation: *What were your strengths and areas for growth? What will you need to do in order to address areas for growth?*
 - **Please attach your SW 102 evaluation to this application.**
- C. Describe potential personal, ethical or value conflict(s) you think might occur for you in social work practice

Attachment: Disciplinary Release of Information for Admission to Major and Field Placement

**Disciplinary Release of Information for
Admission to Major and Field Placement**

Students admitted to the social work major and applying for field placement are required to demonstrate their suitability to enter the profession of Social Work by maintaining compliance with the Luther Honor Code, Luther College Student Handbook, and the NASW Social Work Code of Ethics. Specific requirements for admission and retention in the major can be found in the Social Work Student Handbook at www.luther.edu/socialwork

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

I, _____, consent for my disciplinary record (for both on and off campus) to be released to the Social Work program as part of admission, retention and field placement in the social work major. I understand that my disciplinary record (*including all pending charges*) will be reviewed as a part of the acceptance and retention process. I understand that if I receive a penalty, disciplinary action or law enforcement action while under consideration for or enrolled in the social work program, it is my responsibility to notify the Social Work Program Director. My signature allows for a disciplinary review to be completed at any time during the duration of my enrollment in the Luther College Social Work major. If I have any questions or concerns with this form I should be in contact with Britt Rhodes, Social Work Program Director.

Signature Date

To the Dean of Student Life: Your comments may be used by the Social Work Program Faculty when evaluating the student for admission to the major, retention in the major, and placement in the practicum semester. Once admitted to the major, students are required to adhere to not only the Luther College Student Handbook but also the NASW Code of Ethics.

- Has the applicant ever been placed on probation, suspended, or expelled? __ Yes __ No
- Are any disciplinary charges pending? __ Yes __ No
- Does the applicant currently have 4 or more points on their points history? __ Yes __ No
- Has the applicant ever been found responsible for a violation of the Luther Student Handbook? __ Yes __ No

If the answer to any of the above is “yes”, please explain.

NAME _____
Signature _____

Position _____
Date _____

**EXHIBIT C Four-Year Course Plan
SOCIAL WORK MAJOR**

FALL SEMESTER	J-TERM	SPRING SEMESTER
*SW 101: Intro to Social Work and Social Welfare	185	*SW 101: Intro to Social Work and Social Welfare

FALL SEMESTER	J-TERM	SPRING SEMESTER
SW 201 (or spring) Practice I	SW 102	SW 201 (or prev. fall) Practice I
		SW 204 Human Behavior in the Social Environment I

FALL SEMESTER	J-TERM	SPRING SEMESTER
SW 301: Practice II		SW 305 Research Methods
SW 303: Human Behavior in the Social Environment II		SW 304 Social Welfare Policy

FALL SEMESTER	J-TERM	SPRING SEMESTER
SW 401 Social Work PIII		SW 402 Field Instruction
SW 490 Senior Paper		SW 403 Professional Seminar
		NO ADDITIONAL COURSES

Students are also required to complete BIO 115 and POLS 247 as well as the college Gen Ed requirements.

NOTES:

- *Ideal to take SW 102 no later than January of sophomore year.
- *Can't take SW 201 and SW 301 at same time, but some exceptions have been granted to allow students to take SW 301 and 401 simultaneously (not ideal!)
- * Most SW courses (except 101, 102, 201, 490, and field) are offered only one time/year
- *Can't do 490 and field simultaneously

EXHIBIT D

Student Rights and Responsibilities

Luther College students who are accepted into the social work major have the following rights and responsibilities:

Students have the right to:

1. Academic advising by a social work faculty member, which includes assistance with course selection and professional development.
2. Information about Luther College and Social Work Program policies and procedures.
3. Apply for admission to the social work major and have a decision on the outcome of their application presented on a timely basis and in writing.
4. Appeal decisions made by the social work faculty and have the policies and procedures for appeal available in writing
5. Organize in their interests as social work majors and have a social work faculty member act as their organizational advisor.
6. Evaluate classes and instructors using the evaluation procedures and instruments provided by the college.
7. Elect students to serve on the Social Work Program Advisory Board.
8. Information on the accrediting standards and policies of the Council on Social Work Education (CSWE) available upon request.
9. Participate in making and changing policies regarding academic and student affairs including the evaluation and ongoing development of the curriculum for the social work major.

Students are responsible to:

1. Maintain academic progress, which conforms to the standards established by the Social Work Program.
2. Adhere to the Luther College Honor Code.
3. Adhere to the Code of Ethics of the National Association of Social Workers (NASW).
4. Adhere to the policies and procedures established by the Social Work Program and spelled out in the Student Handbook.
5. Engage in an ongoing process of defining themselves as a professional generalist social work practitioner, which includes an ongoing process of self-discovery.
6. Promote social and economic justice and empower other people by being active citizens in the Luther College and wider communities.