

Stephen F. Austin State University
SCHOOL
OF
SOCIAL WORK

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Building bridges.

Changing lives.

That's what we do.

MSW Student Handbook



STEPHEN F. AUSTIN STATE UNIVERSITY

School of Social Work

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Dear Students,

Welcome to Stephen F. Austin State University. We are so excited that you have chosen Stephen F. Austin State University School of Social Work to pursue your MSW. Congratulations on all of your hard work, which brought you to this time and place. You have made an excellent decision to advance your career not only by pursuing graduate education, but by choosing to do it here, at the Stephen F. Austin State University School of Social Work, a program that is recognized as a leader in rural social work.

You are beginning an educational journey in which you will not only build knowledge and skills in a meaningful profession, but also grow in deeply personal ways. There will be challenges, opportunities and perhaps even some fun. Among the challenges is the stretching that comes with learning and among the opportunities are new friends and professional colleagues. You are now part of the SFA community!

This *MSW Handbook* contains important information about the School, the program of study and the administrative regulations governing your participation in the program. Please use it as a guide throughout your program at the School of Social Work. If you have specific questions that are not answered here, please contact a member of the social work faculty or staff; they are also available to you for advising and information.

We wish you well in your graduate studies and trust that you will find the knowledge and expertise that you gain here exciting and suited to your own professional goals. We wish you success!

The Faculty and Staff
Stephen F. Austin State University
School of Social Work

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Mission of the School of Social Work

The mission of the School of Social Work at Stephen F. Austin State University is to prepare competent and effective professional social workers committed to generalist and advanced practice able to respond to the needs of rural communities and to the challenges faced by people with rural lifestyles. The School is committed to providing leadership for the region, particularly in identifying and addressing community needs and issues, including those related to the alleviation of poverty and oppression within the context of rurality, cultural diversity and social and economic justice. In support of its educational endeavors, the school is dedicated to excellence in teaching, research, scholarship, lifelong learning and community service.

Mission of the MSW Program

The mission of the MSW Program at Stephen F. Austin State University (SFASU) is to prepare competent and effective professional social workers committed to advanced generalist practice and able to respond to the needs of rural communities and to the challenges faced by people with rural lifestyles. The program is committed to providing leadership for the region, particularly in identifying and addressing community needs and issues, including those related to the alleviation of poverty and oppression within the context of rurality, cultural diversity and social and economic justice. In support of its educational endeavors, the program is dedicated to excellence in teaching, research, scholarship, lifelong learning and community service.

MSW Program Goals

The MSW Program goals are derived from the School's mission and are as follows:

1. Prepare professional social workers who will demonstrate integration and autonomous use of social work knowledge, values and skills in advanced generalist social work practice with individuals, families, groups, organizations and communities within a rural and global context.
2. Prepare professional social workers who will demonstrate critical thinking and ethical social work practice with systems of all sizes within a rural context based upon the knowledge, values and skills that encompass a generalist perspective and advanced generalist practice.
3. Prepare professional social workers who will identify with the profession, take an active role in professional leadership within their local communities and larger systems and be lifelong learners.
4. Prepare professional social workers with research knowledge and skills to evaluate and advance social work practice, influence rural policy, advocate for social and economic change with attention to diversity, rural communities and people with rural lifestyles and add to the knowledge base of rural social work practice.
5. Maintain reciprocal relationships with social work practitioners, groups, communities and organizations in the region, nationally and globally.
6. Strengthen rural social work through the School's professional and community service and scholarship.

Admission Criteria

In order to be considered for admission to the MSW Program, applications must submit: 1) an SFA graduate school application, 2) official transcripts, 3) three letters of recommendation using the attached form, 4) supplemental application for the MSW Program, 5) a written statement of interest in social work and 6) a professional resume. (Visit: [msw-application-packet.pdf \(sfasu.edu\)](https://sfasu.edu/msw-application-packet.pdf) for forms)

Non-Advanced Standing

To be considered for clear, non-advanced standing admission, applications should present an overall GPA of at least 2.5 and a GPA of 3.0 for the last 60 hours. Applicants who demonstrate outstanding qualifications on other admission criteria may be admitted on a probationary basis with an overall GPA of 2.5 and 2.8 GPA for the last 60 hours.

Advanced Standing

A limited number of students may be admitted to the advanced standing program. To be considered for advanced standing, applicants must have earned a Bachelor's Degree in Social Work from a program accredited by the Council on Social Work Education. Applicants admitted on a probationary status are not eligible for advanced standing.

To receive advanced standing, an applicant must have made a minimum GPA of 3.0 in the last 60 credits of undergraduate course work and a 2.5 GPA overall. Decisions on course equivalency credit will be made by the MSW Program Director.

Advanced placement credit may be awarded for SOCW 5301, SOCW 5302, SOCW 5307 and SOCW 5312. Advanced standing credit is not automatic and students may be required to submit course equivalency information or successfully complete a competency examination before receiving credit for a course. All students who receive advanced standing must complete a minimum of 35 credit hours in order to receive the MSW. Part-time, advanced standing students must complete the program in two years.

Accreditation

The MSW Program is accredited by the Council on Social Work Education.

CSWE/EPAS Core Competencies

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

CSWE/EPAS Component Behaviors/Student Learning Outcomes: Generalist Practice Curriculum

Competency 1: Demonstrate Ethical and Professional Behavior

- 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
- Use supervision and consultation to guide professional judgment

Competency 2: Engage Diversity and Difference in Practice

- 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
- 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

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

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

- Use practice experiences and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy and service delivery

Competency 5: Engage in Policy Practice

- 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

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

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

- 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
- 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

- 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
- Facilitate effective transitions and endings that advance mutually agreed-on goals

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

- 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
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels

CSWE/EPAS Practice Behaviors/Student Learning Outcomes: Specialized Practice Curriculum

Specialized Practice: Advanced Generalist Practice

The specialized practice focuses on advanced generalist practice with individuals, families, groups, communities and organizations influenced by rural lifestyles. It builds on the competencies and Generalist Practice component behaviors of generalist practice. Students are prepared to become leaders in social work practice. They recognize and understand their role as advanced generalist practitioners, through self-regulation and reflection and develop leadership skills to supervise and monitor practice. They understand the specific frameworks and theories for rural practice. Students develop knowledge, values and skills to demonstrate ethical and professional behavior, engage in diversity and difference in practice, advance human rights and social, economic and environmental justice, use research to inform practice, engage in policy practice and engage assessment, intervene and evaluate systems of all sizes influenced in rural lifestyles. Advanced generalist practitioners have differential and complex skills to practice autonomously.

The following competencies and component behaviors describe the values, knowledge, skills and cognitive and affective processes that comprise the competency at the specialized practice level.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist practice social workers understand leadership roles and how the value base of the profession, ethical standards, relevant laws and regulations influence practice specific to rural lifestyles. They understand how their personal experiences and affective reactions impact their roles specific to supervision, leadership and practice. Advanced generalist practitioners manage inter-professional teams, apply ethical principles and show leadership in the development of ethical standards. Advanced generalist practice social workers engage in life-long learning and are committed to continually updating their skills and supervise skills development. They recognize emerging forms of technology and supervise and manage the ethical use of technology in social work practice as it relates to systems influenced by rural lifestyles.

- Apply ethical decision-making and critical thinking to analyze and implement multiple codes of ethics with the purpose to enhance advanced generalist practice with rural people and communities.
- Recognize and manage personal and professional values in order to engage in advanced rural practice with multiple systems.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers are knowledgeable about various social constructions related to diversity and difference in working with systems influenced by rural lifestyles. They are

knowledgeable about the intersectionality of multiple factors and how it impacts rural quality of life. They are knowledgeable about the development of self-awareness specific to their own life experiences and are able to supervise how it impacts self-reflection strategies. They apply cultural sensitive practice theories and methods to persons of diverse cultures including those of differing sexual orientation, age, religion, political ideology, gender identity and expression, immigration status, sex and class; persons from both urban and rural areas; and especially those who are vulnerable to poverty, oppression, or social differences in rural communities. Advanced generalist social workers effectively manage diverse teams within an interdisciplinary context.

- Identify, analyze and apply social constructions of rurality within and across diverse groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation) and across multiple system levels.
- Supervise the integration of awareness, self-regulation, sensitivity and professional response to issues of values, ethics, diversity, social justice and populations at risk.

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

Advanced generalist practice social workers show leadership in the development of strategies to address oppression and discrimination. They recognize the disparities and challenges specific to access of services that people and communities with rural lifestyles face. Leadership skills are used to develop and implement advocacy strategies for and on behalf of clients and constituencies. Advanced generalist social workers understand fundamental human rights including freedom, safety, privacy, respect, dignity and access to resources. They integrate the theoretical frameworks, policies, international perspectives and legislation to implement and develop strategies to address human rights issues. Advanced generalist social workers incorporate social justice principles and practices to promote human and civil rights at multiple levels to ensure basic human rights are available equitably.

- Apply leadership skills to promote social, economic and environmental justice to systems of all sizes within and outside of rural communities.
- Provide leadership in specialized practices related to oppression and human rights violations at multiple levels advancing social, economic and environmental justice in rural environments.

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

At the specialized practice level, advanced generalist social workers applies the knowledge, values and skills of advanced research methodology to enhance, evaluate and shape practice. They supervise, design, develop, implement and evaluate multi-disciplinary projects. They understand the principles of logic, scientific inquiry, culturally informed and ethical approaches in advanced research. Advanced generalist social workers takes the lead in translating research findings to address grand challenges as it relates to people, communities and agencies impacted by rural lifestyles.

- Identify, evaluate and implement multi-disciplinary research and practice strategies with rural systems and social networks.
- Demonstrate leadership skills to design, develop and implement research and technological advances to enhance social work practice in a rural context.

Competency 5: Engage in Policy Practice

At the specialized practice level, advanced generalist social workers understand how human rights, social justice and social welfare and services are mediated by policy and its implementation at federal, state and local levels. Advanced generalist social workers are able to lead strategies of policy analysis, formulation, development, implementation and evaluation specific to micro, mezzo and macro level systems impacted by rural life styles.

They recognize how historical, social, cultural, economic, organization, environmental and global influences impact policies related to communities with rural lifestyles. Advanced generalist social workers understand how social welfare and economic policies improve quality of life and well-being of people with rural lifestyles.

- Develop, prepare, implement, analyze and evaluate social welfare and economic policies to improve the well-being of rural populations and communities.
- Apply leadership skills specific to advocacy with the purpose to advance human rights and social, economic and environmental justice to deliver services to multiple systems in rural areas.

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

Advanced generalist practice social workers use leadership skills to engage with systems of all sized impacted by rural life styles. They understand the complex problems and issues challenging sustainable engagement strategies with rural people and communities. Advanced generalist social workers supervise the process of engagement, apply theories of human behavior to the phase of engagement and develop appropriate strategies of engagement with micro, mezzo and macro level systems impacted by rural lifestyles. Their leadership skills enable advanced generalist practice social workers to facilitate engagement strategies with individuals, families, groups, communities and organizations.

- Apply leadership skills to engage multiple systems (individuals, families, groups, communities and organizations) and constituencies in rural environments.
- Supervise the integration of knowledge, skills and values specific to human behavior and the social environment, person-in-environment and appropriate theoretical frameworks.

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

Advanced generalist practitioners in rural social work practice understand the etiology, the nature and causes and complexity of challenges, problems and issues facing people and communities with rural lifestyles. They understand the importance of assessment in the problem-solving process and are able to supervise assessment processes and strategies.

Advanced generalist practice social workers supervise the use of multidisciplinary and multidimensional assessment methods. They use their knowledge of diversity, assessment methods, theories, approaches, policy and practice to select, develop, implement and evaluate appropriate assessment instrument and strategies.

- Select, implement and evaluate appropriate assessment instruments to assess diverse client systems on multiple levels in a rural context.
- Adapt, modify, develop and implement differential assessment strategies, tools and approaches with diverse client systems and constituencies on multiple levels in a rural context.

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

Advanced generalist practice social workers understand that interventions are an ongoing component of the dynamic and interactive process of specialized social work practice. They are able to apply knowledge about advanced level interventions informed by evidence. They apply and critically analyze how theories of human behavior and the social environment are translated into rural communities. Advanced generalist practice social workers supervise the identification, analysis, implementation and evaluation of advanced intervention strategies. They use leadership skills to design, implement and monitor advanced intervention strategies to improve human service networks and agencies in rural areas.

- Design, identify, analyze and implement advanced intervention strategies based on appropriate theories, models and research across multiple system levels in a rural context.
- Demonstrate the ability to manage, supervise, monitor, coordinate and improve human service networks and service agencies in delivering services to rural clients.
- Apply leadership skills to supervise the design and implementation of advanced intervention strategies.
- Apply leadership skills to enhance interventions through interdisciplinary, inter-professional and inter-organizational strategies.

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

Advanced generalist social workers understand the importance of evaluation as an ongoing component of the dynamics and interaction processes of sustainable social work practice. Their leadership skills are used to supervise evaluation strategies. Advanced generalist practitioners know how to implement different mixed method and interdisciplinary evaluation strategies to enhance practice with people and communities influenced by rural lifestyles. Advanced generalist social workers are knowledgeable about the methods of dissemination and how it informs evidence-based practice.

- Identify, develop, apply and monitor differential evaluation strategies in advanced social work interventions with systems of all sizes in rural communities.
- Develop leadership in the communication and dissemination of evaluation results to advance practice, policy and service delivery effectiveness.

MSW Program Curriculum

Overview

The Master of Social Work degree (MSW) offered by Stephen F. Austin State University is a 64-credit hour program designed to be completed in two years of full-time academic study. A part-time program of study is also offered, but all degree requirements must be completed within four calendar years from the date of enrollment. The program does not require an undergraduate degree in social work for admission, but does require that students who are deficient in the liberal arts perspective complete additional course work in order to prepare them for the social work professional Generalist Practice courses. Undergraduate content in human biology, multicultural studies and social statistics are specifically required before students are allowed to enroll in

graduate courses that require knowledge of that content. All prerequisite course work must be completed prior to or during the first semester of enrollment in the program.

The MSW Program has an advanced standing program of 35 credit hours that is completed in 10 months of full-time study (one summer session and two semesters). Advanced standing students who are part-time must complete the program requirements within two years of enrollment. Advanced standing is only awarded to students who have earned the bachelor's degree in social work from a CSWE accredited program and who achieve clear admission status (2.5 GPA overall and 3.0 GPA in the last 60 hours).

Note: No program credit is given for course work or field instruction for students' prior life, volunteer, or work experiences.

Focus of Curriculum

The MSW Program curriculum consists of Generalist Practice and specialized practice content. The first full-time year of the program is generalist in perspective and emphasizes a problem-solving method in the helping relationship. The first year provides the social work professional Generalist Practice similar to that provided in a BSW program and serves as a base upon which the advanced level content builds knowledge and skills.

The MSW Program offers one specialized practice, which is completed during the second full-time year of the program. The specialized practice offered is Advanced Generalist Practice in a Rural Context. Advanced Generalist skills are applied to practice within the rural context and with people having rural lifestyles. The importance of examining issues of diversity and difference, values and ethics, social and economic justice, populations at risk and rurality is emphasized throughout the program.

Professional Generalist Practice courses include content in the following areas: Human Behavior and the Social Environment, Social Work Policy and Services, Generalist Social Work Practice, Applied Research Methods, Rurality and 480 clock hours of agency based field instruction.

Specialized practice (Advanced Generalist Practice in a Rural Context) courses include content in Advanced Generalist Practice Methods, Policy Analysis and Evaluation, Research (statistics/measurement and research practicum) and 500 clock hours of agency based field instruction.

Definition of Specialized Practice Area –Advanced Generalist Practice in a Rural Context

The MSW Program of SFASU features a Generalist Practice and a single specialization practice: *Advanced Generalist Practice in a Rural Context*. Both are defined below.

It is important to note here that the BSW program and the MSW Program have developed a shared definition of generalist practice, given below.

Generalist Practice is a practice perspective that serves diverse client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations and communities within the context of the rural social environment. It is not confined by a narrow cadre of theories; rather, it is versatile enough to allow problems and situations as well as strengths, capacities and resources to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value and skill base, which demands ethical practice and on-going self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

Advanced Generalist Practice builds on the generalist practice, incorporating the elements listed above, but characterized by a greater depth, breadth and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels. Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW Program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective and the social capital and social exchange theories.

Rural context refers to social work practice with people with rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters and rural populations); *Office of Management and Budget* (metropolitan, metropolitan and non-core), *Economic Research Service* (rural urban continuum codes); and *the United Nations* that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

Field Instruction

Field Instruction in the MSW Program is comprised of three sequential field instruction experiences: Field I, Field II and Field III. Each course is designed to provide an educationally

directed Generalist (Field I and II) and Advanced Generalist in the Rural Context (Field III) practice experience in a social agency where students demonstrate the component behaviors, which augment all Ten Core Competencies of the Social Work profession. Students integrate classroom knowledge with actual practice opportunities under the supervision of a MSW Field Instructor. Advanced standing students are exempt from Field I and Field II (Generalist Practice Fields), thus only required completion of Field III (Advanced Practicum).

Field Instruction I and II:

Field I and Field II consist of 200 agency-based hours each with a one-hour weekly-integrated seminar. This is a concurrent field experience for full-time students. Part-time students will complete prerequisite social work course work as outlined on the curriculum plan. Students remain in same agency for both Field I and Field II. Field Instruction I and II are required for all MSW students without advanced standing.

Field Instruction III:

Field Instruction III consists of 500 agency-based hours with a two-hour weekly-integrated seminar. Field III is required for all students in the MSW Program and must be completed on a full-time basis for full-time students. Part-time students may take Field Instruction III over two semesters or as a block placement (one semester).

The prerequisites are satisfactory completion of all professional Generalist Practice courses and specialized practice courses. Field Instruction III will provide students with advanced practice experiences, including administrative functions, supervisory, consultation and collaborative services; provision of professional leadership and advanced community development; and program and resource development and evaluation. Students will gain further mastery in advanced assessment and intervention skills that are prescribed in various intervention methods with individuals, families, groups, organizations and communities, in order to prepare for practice as advanced generalist practitioners in a rural context.

Field Instruction Policies and Procedures:

During the semester prior to students' enrollment into field instruction, students must complete a structured field placement process supervised by the Director of Field Instruction. At this time, the process for application and selection of field instruction sites and other pertinent field policies and procedures will be discussed in an informational meeting, held by the Director of Field Instruction, for all students entering field instruction the following semester. The Graduate Field Instruction Manual available in the university bookstore contains all necessary field-related information. Students should purchase the manual prior to the informational meeting. Prior to this time, students should direct questions regarding field instruction placements to the Director of Field Instruction.

Please see policy "Consideration of Criminal History Record of Social Work Students" related to students placed in community agencies for completion of required field practice course.

All MSW students must complete the field application packet and have an interview with the Director of Field Instruction in the semester prior to entering field instruction. During the interview, students are able to discuss their interest in various fields of social work practice in order to arrive upon a potential agency. Placements in agencies are made with input from the MSW

faculty. Agency contacts are made by the Director of Field Instruction and not by the student. After agency assignments are made, students must interview with the Field Instructor in the agency. If accepted, an agency contract between the field agency and the student will be signed and submitted to the Director of Field Instruction before the student begins the placement.

Policy: Repeating Field Instruction:

MSW students who have been terminated from a field instruction assignment (see Field Instruction Manual) or who have made a grade of C, D, or F must repeat the field instruction course. Students may appeal termination from field instruction through the process outlined in section VIII of the field instruction manual.

If students wish to repeat a field instruction course, reinstatement is not automatic. Students who repeat a field instruction course must reapply for admission to field instruction (as stated above). Students who were terminated from a field instruction placement must also state in writing how each of the problems/issues contributing to the original termination have been corrected. This includes behaviors and/or skill deficits that contributed to the original decision to terminate the students' field instruction. The Director of Field Instruction, MSW Program Director and the Director of the School of Social Work will review and recommend whether or not the student will be re-admitted to field instruction and be able to repeat the field instruction course. Students may repeat a field instruction course only one time.

Policy: Field Instruction in a Student's Place of Employment

In order to ensure an educationally directed field experience, school policy requires that a student complete field instruction in an agency/program in which he or she is not employed. In special circumstances, the school may consider an exception to the policy contingent upon the field placement meeting the Council of Social Work Education (CSWE) standards. CSWE prescribes that the agency must provide the following criteria (See Handbook of Accreditation Standards and Procedures):

1. Release time for course and field instruction.
2. Student's assignments will differ from those associated with the student's employment.
3. Student's fieldwork supervision will differ from those associated with the student's employment.
4. There is no diminution of the program's established requirements in class and field interaction.
5. Program's established requirements in field instruction is educationally focused rather than solely centered on the agency's services.

The School of Social Work has established criteria for the utilization of a student's work setting as a field instruction placement. The foremost concern in developing such placements is to ensure that the placement provides clear learning opportunities for Generalist and/or Advanced Rural Generalist Practice and that it is educationally focused rather than centered on provision of agency services. The agency of employment must be capable of and willing to provide a new, different and educationally directed learning experience for the student. It is incumbent on the agency and the student to demonstrate that the following criteria are met for a field instruction placement within one's place of employment:

1. The field instruction site clearly affords the student learning opportunities for Generalist and/or Advanced Rural Generalist practice as defined in the MSW Field Instruction Manual.
2. The agency must have an employee who is not the student's regular work supervisor and who is willing to serve as an approved field instructor.
3. The proposed field instructor must hold a MSW degree from a CSWE accredited social work program and have two years of postgraduate experience, as well as be either an approved field instructor or be willing to complete the application process for field instructors.
4. The agency must be approved as a field instruction site by the School of Social Work and meet all criteria for an affiliated field instruction agency, as outlined in this manual.
5. The agency must be large enough to transfer the student to a different section/unit/program other than that of the current employment and be willing to allow the student to complete the required clock hours in the new setting. Agencies may engage in creative management to afford such an opportunity to a student. An example may be that a Child Protective Services worker would be assigned to Adoption and Foster Care services or Adult Protective Services for field instruction in a different setting with different populations and different lines of supervision
6. In situations in which the student has been newly employed for less than 3 months, the student's place of employment may be considered as a field instruction site if the agency is an approved agency field placement site or if the agency meets the criteria for an approved agency and is willing to complete the selection/approval process.
7. The proposed field assignments/activities must provide new and different experiences for the student that will contribute to totally new learning opportunities for students.
8. The agency will grant the necessary release time for students to complete field instruction activities, including field seminar courses, as specified within this manual.
9. The agency will grant the necessary release time to the proposed field instructor to participate in field instruction training provided by the School of Social Work.
10. The field instructor must attend field instructor training prior to the start of field instruction.

The student will be responsible for submission of a written document, requesting placement in his/her work setting. All criteria must be established and documented in the proposal prior to submission and review by the school. Once the request is submitted with required documentation, the field faculty, faculty at large and the MSW Program Director, along with additional agency input, if necessary, will review the proposal. A decision will be rendered within 30 days. This process is very time consuming for the student, the agency and faculty, thus the proposal should be submitted as early as possible in the semester preceding the anticipated field. As noted, the written request must address the following criteria:

1. Current and proposed job supervisor, proposed supervisor's credentials, verification of field instructor's status and/or a completed application to serve as such.
2. Beginning date of employment in the agency
3. Description of present job duties and proposed field assignments based on the program and field objectives.
4. Plan for release time for field clock hours and seminar class.
5. Proposed field instructor/supervisor's commitment to attend orientation training for agency.

6. Written approval from the student, current and proposed job supervisor, proposed field instructor, Director of Field Instruction and MSW Program Director.

Under no circumstances will both Generalist Practice and specialized practice field instruction placement be permitted in the student's place of employment. Students who have advanced standing and who are only required to complete one field instruction placement are not normally permitted to complete that placement in their place of employment. Students seeking field instruction in their place of employment will be required to follow the same procedural steps in the field placement process as all other students.

Policy: Consideration of Criminal History Record of Social Work Students

I. Applicability

This policy applies to students enrolled in the School of Social Work as a pre-major and/or major and will be assigned to a community agency or organization to complete practicum hours.

II. Policy Statement

Pursuant to the Texas Administrative Code Title 25 Part I Chapter 414 Sub-Chapter K Rule 414.504, students with the following criminal history may not be considered for placement in a community agency or organization.

1. criminal homicide (Penal Code, Chapter 19);
2. kidnapping and unlawful restraint (Penal Code, Chapter 20); (3) indecency with a child (Penal Code, §21.11);
3. sexual assault (Penal Code, §22.011);
4. aggravated assault (Penal Code, §22.02);
5. injury to a child, elderly individual, or disabled individual (Penal Code, §22.04);
6. abandoning or endangering a child (Penal Code, §22.041);
7. aiding suicide (Penal Code, §22.08);
8. agreement to abduct from custody (Penal Code, 25.031); (10) sale or purchase of a child (Penal Code, §25.08);
9. arson (Penal Code, §28.02);
 - a. robbery (Penal Code, §29.02);
 - b. aggravated robbery (Penal Code, §29.03);
10. a conviction under the laws of another state, federal law, or the Uniform Code of Military Justice for an offense containing elements that are substantially similar to the elements of an offense listed under paragraphs
 - a. (13) of this subsection; an
11. a conviction which occurred within the previous five years for: assault that is punishable as a Class A misdemeanor or as a felony (Penal Code, §22.01);
 - a. burglary (Penal Code, §30.02);
 - b. theft that is punishable as a felony (Penal Code, Chapter 31);
 - c. misapplication of fiduciary property or property of a financial institution that is punishable as a Class A misdemeanor or felony Penal Code, §32.45); or
 - d. securing execution of a document by deception that is punishable as a Class A misdemeanor or a felony (Penal Code, §32.46).

III. Rationale

Social service agencies and providers are entrusted with the health, safety and welfare of vulnerable patients, clients and consumers and operate in settings that require the exercise of good judgment and ethical behavior. Thus, a students' suitability to function in such a setting is imperative to promote the highest level of integrity in social services agencies.

IV. Procedure

Student will be required to disclose criminal history information during the application process of each field education course. If the application reveals a finding pursuant to Part II of this policy, the student will be notified by the Direction of Field Education that he/she will not be able to be placed in an agency setting. The student will be directed to his/her advisor for future planning.

V. Other Provisions

The policy concerning consideration of students with a criminal history will be included in the General Bulletin of the University, the School of Social Work Website and the School of Social Work student handbooks.

Child Welfare Professional Development Project

Child Welfare Professional Development Project

The Child Welfare Professional Development Project (CWPD), Title IV-E Project of the School of Social Work at Stephen F. Austin State University, partners with the Texas Department of Family and Protective Services (DFPS) to enhance the knowledge and skills of current and future Child Protective Services (CPS) workers through undergraduate and graduate education in social work and by providing training opportunities to CPS staff, foster and adoptive parents and community providers.

SFA is situated to serve two regions of TDFPS, Region 04 (Tyler – 23 counties) and Region 05 (Beaumont – 15 counties). The majority of the service area is rural and the population is underserved by social workers with professional and advanced degrees. CWPD helps to reduce the barriers to education by offering competitive stipends to BSW and MSW students who are interested in the child welfare field of practice.

MSW students must have a 3.0 GPA and complete a Title IV-E stipend application the semester before entering the final field placement. A CPS stipend committee then reviews applications, conducts interviews and awards stipends, which are currently \$3000. Upon graduation, stipend recipients commit to work for CPS for eight months in a Title IV-E position. Examples of these positions include Conservatorship, Foster/Adoption Home Development and Preparation for Adult Living (PAL) specialists generally, positions other than investigation.

Current CPS employees are also offered opportunities to extend their professional social work education by completing an MSW degree. Employees who have been approved for the Title IV-E stipend and admitted to the MSW Program at SFA receive \$2,300 per semester. Employees agree to four months of full-time employment for each semester of stipend receipt.

Stipend amounts are re-examined yearly according to funding availability. Also students should contact the financial aid office to determine if there will be a change in their awards.

Students interested in the stipend and a challenging and rewarding career with children and families should contact Ms. Diane Sizemore at sizemorede@sfasu.edu or (936) 468-1808.

Curriculum Design

The MSW Program admits both advanced standing and non-advanced standing students. Both types of students may choose from either a full-time or part-time option to complete the requirements of the program. A total of 64 credit hours are required for graduation in the non-advanced standing program. The advanced standing program requires 35 credits for graduation.

The advanced standing program officially begins in the second summer session of each year. The non-advanced standing program begins in the fall semester. Students approved for either program who wish to begin taking classes may do so if there are no prerequisites.

Master of Social Work Program

Curriculum

Advanced Standing Full-time (10-month plan of study)

MSW Grad Bulletin

Summer Session II

SOCW 5304 Introduction to Rurality 3
3

Fall Semester

SOCW 5317 Rural Social Policy Analysis 3
SOCW 5320 Social Work Research Process 3
SOCW 5325 Advanced Generalist Practice 3
SOCW 5335 Seminar in Advanced Rural Practice 3
SOCW 5358 Advanced Social Work with Groups 3
15

Spring Semester

SOCW 5330 Research Practicum 3
SOCW 5339 Field Instruction III 3
SOCW 5440 Field Instruction IV 4
SOCW 5441 Field Instruction V 4
Elective 3
17

Total Credits **35**

*Thesis: Yes No If yes: SOCW 5389 SOCW 5390

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

I understand that I have agreed to take courses:

- ONLINE**
- FACE-TO-FACE NACOGDOCHES**
- FACE-TO-FACE LONE STAR COLLEGE**

____ I have been informed that the MSW Handbook is available online on the MSW program homepage.

* If selected, will increase the number of credit hours required to graduate – thesis option adds three credit hours for a total of 67.

**Master of Social Work Program
Curriculum
Advanced Standing Part-time (2 year plan of study)
[MSW Grad Bulletin](#)**

Summer Session II

SOCW 5304 Introduction to Rurality	<u>3</u>
	3

Fall Semester

SOCW 5317 Rural Social Policy Analysis	3
SOCW 5320 Social Work Research Process	3
SOCW 5335 Seminar in Advanced Rural Practice	3
SOCW 5358 Advanced Social Work with Groups	<u>3</u>
	12

Spring Semester

SOCW 5325 Advanced Generalist Practice	3
Elective	<u>3</u>
	6

Fall Semester

SOCW 5549 Advanced Field Instruction I	<u>5</u>
	5

Spring Semester

SOCW 5330 Research Practicum	3
SOCW 5659 Advanced Field Instruction II	<u>6</u>
	9

Total Credits 35

*Thesis: Yes No If yes: SOCW 5389 SOCW 5390

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

I understand that I have agreed to take courses:

- ONLINE**
- FACE-TO-FACE NACOGDOCHES**
- FACE-TO-FACE LONE STAR COLLEGE**

I have been informed that the MSW Handbook is available online on the MSW program homepage.

* If selected, will increase the number of credit hours required to graduate – thesis option adds three credit hours for a total of 38.

Master of Social Work Program
Curriculum
Non-Advanced Standing Full-time (two-year plan of study)
[MSW Grad Bulletin](#)

Fall Semester #1

SOCW 5301 Introduction to the Social Work Profession	3
SOCW 5302 Human Behavior and the Social Environment I	3
SOCW 5304 Introduction to Rurality	3
SOCW 5305 Generalist Practice I	3
SOCW 5419 Field Instruction I	<u>4</u>
	16

Spring Semester #1

SOCW 5300 Applied Research Methods	3
SOCW 5307 Social Welfare Policy & Services	3
SOCW 5312 Human Behavior and the Social Environment II	3
SOCW 5315 Generalist Practice II	3
SOCW 5429 Field Instruction II	<u>4</u>
	16

Fall Semester #2

SOCW 5317 Rural Social Policy Analysis	3
SOCW 5320 Social Work Research Process	3
SOCW 5325 Advanced Generalist Practice	3
SOCW 5335 Seminar in Advanced Rural Practice	3
SOCW 5358 Advanced Practice with Groups	<u>3</u>
	15

Spring Semester #2

SOCW 5330 Research Practicum	3
SOCW 5339 Field Instruction III	3
SOCW 5440 Field Instruction IV	4
SOCW 5441 Field Instruction V	4
Elective	<u>3</u>
	17

Social Statistics ___ **Total Credits** **64**

*Thesis: Yes ___ No ___ If yes: SOCW 5389 ___ SOCW 5390 ___

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

I understand that I have agreed to take courses:

- ___ **FACE-TO-FACE NACOGDOCHES CAMPUS**
- ___ **FACE-TO-FACE LONE STAR COLLEGE CAMPUS**

___ I have been informed that the MSW Handbook is available online on the MSW program homepage.

* If selected, will increase the number of credit hours required to graduate – thesis option adds three credit hours for a total of 67.

**Master of Social Work Program
Curriculum
Nonadvanced Standing Part-Time (three-year plan of study)
MSW Grad Bulletin**

Fall Semester #1

SOCW 5301 Introduction to the Social Work Profession	3
SOCW 5302 Human Behavior and the Social Environment I	3
SOCW 5304 Introduction to Rurality	3
SOCW 5305 Generalist Practice I	3
SOCW 5419 Field Instruction I	<u>4</u>
	16

Spring Semester #1

SOCW 5300 Applied Research Methods	3
SOCW 5307 Social Welfare Policy & Services	3
SOCW 5312 Human Behavior and the Social Environment II	3
SOCW 5315 Generalist Practice II	3
SOCW 5429 Field Instruction II	<u>4</u>
	16

Fall Semester #2

SOCW 5317 Rural Social Policy Analysis	3
SOCW 5320 Social Work Research Process	3
SOCW 5358 Advanced Practice with Groups	<u>3</u>
	9

Spring Semester #2

SOCW 5330 Research Practicum	3
Elective	<u>3</u>
	6

Fall Semester #3

SOCW 5325 Advanced Generalist Practice	3
SOCW 5335 Seminar in Advanced Rural Practice	<u>3</u>
	6

Spring Semester #3

SOCW 5339 Field Instruction III	3
SOCW 5440 Field Instruction IV	4
SOCW 5441 Field Instruction V	<u>4</u>
	11

Social Statistics___	Total Credits	64
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*Thesis: Yes ___ No ___ If yes: SOCW 5389___ SOCW 5390 ___

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

I understand that I have agreed to take courses:

FACE-TO-FACE NACOGDOCHES CAMPUS
 FACE-TO-FACE LONE STAR COLLEGE CAMPUS

___ I have been informed that the MSW Handbook is available online on the MSW program homepage.

* If selected, will increase the number of credit hours required to graduate – thesis option adds three credit hours for a total of 67.

International Certificate in Community Development

The Graduate Program in the School of Social Work has an International Certificate in Community Development in which students from around the world can participate online. In line with the mission of the School of Social Work, the purpose of this certificate is to effectively prepare graduate social work students with a global perspective that will enhance their practice as it relates to sustainable community development. After completion of the certificate, students will be able to apply their knowledge and competencies to a global context.

The certificate consists of the following courses which will be offered over a time-period of two semesters:

SOCW 5304: Introduction to Rurality
SOCW 5331: International Social Work
SOCW 5332: Sustainable Community Development
SOCW 5333: Diversity Appreciation

Enrollment

Change in Enrollment Status

Students may request a change in their enrollment status (part-time to full-time and full-time to part-time) at any time. Since the program's course offerings are based on the established course sequence, moving from full to part-time or vice versa may cause difficulties in scheduling except between the Generalist Practice and the advanced years. Students who make the change from full to part-time or vice versa are responsible for working with the academic advisor to develop a new schedule for graduation prior to requesting a change in status. In order to change status, students must first discuss their situation with their advisor, then submit a formal request to the MSW Director who will consider the request. The MSW Program Director will make a final decision regarding a change of status and notify students in writing.

Request for Leave of Absence

If students have extenuating circumstances, a request for a leave of absence from the program is possible. Normally such requests are granted only for medical reasons or for serious family emergencies. Students must first discuss their situation with their advisor and then make a request in writing to the MSW Director who will make a final decision regarding a leave of absence and notify the student in writing. A leave of absence may be granted for one year and the student will be considered on "inactive status." If a student cannot resume enrollment in the program after one year, the student must re-apply for admission to the program when they are ready and able to continue in program. Students may not be eligible to retain credit from previous work if 6 years has expired prior to re-admission (see the Graduate Bulletin). Students that are re-admitted are responsible for program requirements published in the university's Graduate Bulletin for the year of re-admission.

Re-Admission

Students who were once enrolled (or admitted) in the MSW Program and who voluntarily withdrew from the program must submit a new application for admission if the absence extends beyond one academic year (files will remain active for one year). The application process in these instances remains the same as the process for new applicants. The Graduate School rule for credits remaining viable for no more than six years may prevent students from applying some graduate credits of previously completed courses toward graduation. Thus, course work may need to be repeated. If students are beyond six years from initial time of admission to the Graduate School at SFA, they will also need to re-apply for admission to the Graduate School.

Transfer of Credit from Courses Taken Outside of the School

The students' advisor and the MSW Program Director must approve all courses that students wish to take outside of the MSW Program (either at SFASU or another college or university). The advisor may ask students to provide relevant information about the course work for transfer credit. Such information might include the university catalog description of the course and/or course syllabi. The students may also wish to consult the Program Director

as to the appropriateness of the course toward the MSW degree. Only courses from MSW Programs accredited by the Council on Social Work Education will be accepted for transfer credit. Elective courses taken in areas other than social work are not accepted for transfer credit. Only courses with a grade of B or higher can be transferred to the SFA MSW Program. Field and practice courses from another university cannot be transferred to SFA.

MSW Course Descriptions

Unless otherwise indicated, courses are three semester credit hours each.

SOCW 5300: Applied Research Methods (3 credits)- Application of research methods in social work settings. Quasi-experimental research, evaluation research, single subject design, and epistemology are presented. Prerequisite - Graduate standing. Demonstrated competence in social research methods.

SOCW 5301: Introduction to the Social Work Profession (3 credits)- Introduction to the social work profession. Topics include: philosophy and history of the profession, social work values and ethics, social work organizations and licenser, and contexts for social work content. Prerequisite - Graduate standing.

SOCW 5302: Human Behavior and the Social Environment (3 credits)- The person-in-environment model for generalist social work. The course uses a strengths perspective and a problem solving focus to understand human behavior in individual, family, and naturally occurring group contexts. Prerequisite - Graduate standing. Demonstrated knowledge of human biology.

SOCW 5304: Introduction to Rurality (3 credits)- This course introduces students to social work in the rural context. Issues related to social work practice, rural communities, rural behavior, and social welfare policy are presented. Prerequisite - Graduate standing.

SOCW 5305: Generalist Practice I (3 credits)- Generalist model of social work practice with individuals, families, and naturally occurring groups. Topics include engagement, data collection, assessment, planning, intervention, termination and evaluation. Prerequisite - Graduate standing. Demonstrated knowledge of human biology and multicultural content.

SOCW 5307: Introduction to Social Welfare Policy and Services (3 credits)- Foundation content related to the history, philosophy, structure, and function of social welfare policy and services is presented in this course. A survey of social welfare services and current issues related to these services is also presented. Concepts related to social and economic justice are emphasized throughout the course. Prerequisites - Graduate standing.

SOCW 5312: Rural Behavior and Environments II (3 credits)- The person-in-environment model for generalist practice. The course uses a strengths perspective and a problem solving focus to explain task groups, organizations and communities. - Graduate standing. SOCW 5302, SOCW 5304, SOCW 5305, and SOCW 5307 or equivalents. Co-requisite - SOCW 5315.

SOCW 5314: Advanced Standing Seminar (3 credits) - This seminar is required for Advanced Standing students and is designed to strengthen and enhance the transition of BSW's into the MSW program. This course derives content from the Professional Foundation and the Advanced Rural Generalist concentration. Prerequisite - Advanced Standing.

SOCW 5315: Generalist Practice II (3 credits)- Generalist model of social work practice with task groups, organizations, and communities. Prerequisites - Graduate standing. SOCW 5302, SOCW 5304, SOCW 5305, and SOCW 5307 or equivalents. Co-requisite - SOCW 5312

SOCW 5317: Rural Social Policy Analysis (3 credits)- Advanced content in analysis of social policy in a rural context. Concepts related to the promotion of social and economic justice by social workers are emphasized. Prerequisites - Graduate standing. SOCW 5300, SOCW 5302, SOCW 5304, SOCW 5305, and SOCW 5307 or equivalents.

SOCW 5318: Child Welfare Services (3 credits) - An overview of theory, policy, services and practice issues related to social work in the child and family field of practice. Prerequisite - Graduate standing.

SOCW 5419: Field Instruction I (4 credits) - Educationally supervised practice in a social welfare setting under the direct supervision of a professional social worker. Two hundred forty (240) hours of agency experience and one (1) hour weekly integrative seminar are required for the semester. Prerequisite - Graduate standing. Co-requisite - SOCW 5305.

SOCW 5320: Social Work Research Process (3 credits) - Social work research content on an advanced level. Coverage includes research methodology, research proposal writing, the process of social work research, data collection and analysis, and presentation of results. The purpose of the course is the development of knowledge related to the different steps in the research process. Prerequisite: Graduate standing and completion of the foundation in the MSW program.

SOCW 5325: Advanced Generalist Practice (3 credits)- Advanced application of the generalist model in working with individuals, families, and naturally occurring groups. Prerequisites- SOCW 5312, SOCW 5315, SOCW 5317, and SOCW 5419 or Advanced Standing.

SOCW 5328: Social Work in Mental Health (3 credits) - An overview of theory, policy, services, and practice issues related to social work in the mental health field. Prerequisite - Graduate standing.

SOCW 5429: Field Instruction II (4 credits) - Continuation of supervised agency practice begun in SWK 519. Two hundred forty (240) hours of agency experience and one (1) hour weekly integrative seminar are required. Prerequisites - SOCW 5419, SOCW 5302, SOCW 5305, SOCW 5307. Co-requisite - SOCW 5312, SOCW 5315.

SOCW 5330: Research Practicum (3 credits)- Individual student research performed under the direction of social work faculty. Final report should contribute to social work knowledge. Prerequisites - SOCW 5300, SOCW 5320, SOCW 5312, SOCW 5317, and SOCW 5419.

SOCW 5331: International Social Work (3 credits) - The study of international social work and how it is influenced by policies, developed and developing world contexts and different perceptions of social problems. The course will also provide an overview of the service delivery systems in other countries.

SOCW 5332: Sustainable Development (3 credits) - This course examines issues and perspectives on sustainable community development from the local, regional, national, and international perspective. The course prepares students to advocate for policies for a livable world while solving community problems at all levels and promoting positive community change. Prerequisite: Graduate standing.

SOCW 5333: Diversity Appreciation (3 credits) - This course examines various cultures throughout the globe and is designed to allow students the opportunity to understand cultural and social differences locally and globally. Prerequisite: Graduate standing.

SOCW 5335: Seminar in Advanced Rural Practice (3 credits)- This seminar focuses on rural case management, supervision, administration, and community practice in rural agencies and communities. It includes content on planning, services integration, evaluation, resources assessment and acquisition. Prerequisites - SWK 507, SWK 512, SWK 521, SWK 529, or Advanced Standing.

SOCW 5338: Social Work with the Aged (3 credits) - An overview of theory, policy, services and practice issues related to social work with the elderly. Prerequisite - Graduate standing.

SOCW 5339: Field Instruction III (3 credits) - A seminar course meeting weekly and taken concurrently with SOCW 5440 and SOCW 5441. Student will integrate advanced knowledge acquired in the classroom with practical experiences in an agency setting. Prerequisites - completion of all foundation courses and SOCW 5317, SOCW 5320, SOCW 5325, SOCW 5335, SOCW 5358. Co-requisite - SOCW 5330.

SOCW 5440: Field Instruction IV (4 credits) - Placement in a social service agency designed to engage students in a diversified practice using advanced generalist methodologies within a rural context. 250 hours of field work with a focus on working with individuals, families, and groups. Prerequisite - completion of all foundation courses and all concentration courses except SOCW 5330 and an elective.

SOCW 5441: Field Instruction V (4 credits) - Placement in a social service agency designed to engage students in a diversified practice using advanced generalist methodologies within a rural context. 250 hours of field work with a focus on working with communities and organizations. Prerequisite - completion of all foundation courses and all concentration courses except SOCW 5330 and an elective.

SOCW 5348: Religion, Spirituality and Helping (3 credits) - Examination of religion and spirituality and their intersection with the helping professions, with a special emphasis on policy, practice (at all levels) and research in social work. Reviews beliefs and practices locally, nationally, and globally; the influences of religion and spirituality on health and mental health outcomes; spiritual assessments; spiritual coping, and the development of an ethical spiritual framework for social work practice. Prerequisites: Graduate standing or approval by MSW Director.

SOCW 5549: Advanced Field Instruction I (5 credits) - Advanced field instruction for part-time students. Sixteen hours per week of agency instruction and a two-hour weekly integrative seminar are required. Prerequisites - SOCW 5429 or equivalent and approval of MSW Director.

SOCW 5358 Advanced Practice with Groups (3 credits) - Theories, models, culturally competent methods, skills, and techniques of effective advanced group work in rural environments. Prerequisite: Completion of the foundation.

SOCW 5659: Advanced Field Instruction II (6 credits) - Advanced field instruction for part-time students. Sixteen hours per week of agency instruction and a two-hour weekly integrative seminar are required. Continuation of SOCW 5549. Prerequisites - SOCW 5449 or equivalent and approval of MSW Director.

SOCW 5368 Chemical Dependency (3 credits) - Examines the prevalence and etiology of chemical dependency and its impact on individuals, families, and society. Utilizes an advanced generalist practice modality for the development of professional social work knowledge, values, and skills in the prevention and treatment of chemical dependency across multiple systems. Prerequisite: Graduate standing.

SOCW 5175: Advanced Graduate Studies (1-3 credits) - Directed independent study in social work: includes in-depth research, reading, and writing about social work issues. Prerequisite - Graduate standing.

SOCW 5178: Seminar in Social Work (1-3 credits) - Various topics in social work. May be repeated for credit. Prerequisite - Graduate standing.

SOCW 5389: Thesis Research (3 credits) - Research for preparation of thesis. Grade is withheld until completion of thesis. Prerequisites - SOCW 5300 and SOCW 5320.

SOCW 5390: Thesis Writing (3 credits) - Research for preparation of thesis. Grade is withheld until completion of thesis. Prerequisites - SOCW 5389

Student Advisement

Faculty advisement of students is essential in the School of Social Work. The professional relationship with a faculty advisor helps each student progress throughout the program, begin socialization in the profession and attain a social work degree. Full-time faculty members carry out the advisement of students. Students are encouraged to take advantage of the availability of their advisors, but at a minimum are required to be advised each semester prior to registering for the next semester. All faculty maintain regularly scheduled, posted office hours and are often available at other times by appointment. Each student is assigned a faculty advisor upon admission to the MSW Program. The primary duties of the faculty advisor are:

- Assist the student to design and file an educational plan, assist with course selection and registration during the registration periods of the academic year to complete a degree plan, approve final field and assist with application for graduation.
- Review the student's academic progress and grade standing.
- Provide consultation to the student on all matters relevant to his or her progress in the program.
- Discuss the students' career interests in social work and development as a professional social worker.
- The MSW Program Director will do the initial advising.

Evaluation of Students' Academic Performance

Grades received for completed course work measure student performance in relation to expected course outcomes. Grades within a course, measure the level of class participation, mastery of knowledge, skills and values, application of course materials to case situations and written and oral communication skills. Each course syllabus provides a listing of course assignments and value relative to the total points given in the course.

Grading scale of total points is also listed so that students may monitor personal progress throughout the semester. Field evaluations provide measures of competency in practice situations that are evaluated by the field coordinator and faculty field liaisons. The grading scale of points measures level of performance assigned in the learning contract between the field instruction agency and the School of Social Work. The student's ability to integrate social work knowledge, skills and values into practice situations is also evaluated in the field instruction seminar. Students and their assigned faculty advisors periodically review academic status at which time a discussion may take place regarding ways the students may enhance their academic performance if necessary.

The following is a general grading guide for MSW courses:

A - 90-100 - Excellent

B - 80-89 - Average

C - 70-79 - Fair

D - 60-69 - Poor, not applicable as credit toward graduate degree

F - Below 60 – Failing

Courses in the MSW Program have varying assignments, i.e. examinations, papers, research reports that measure the students' performance. There is more than one method of evaluating a students' progress in course work throughout the program.

Withheld Grades Semester Grades University Policy (SFA Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students receiving a WH in a social work course cannot progress in the program until the course is completed with a grade if the course in which a WH is received is a prerequisite for subsequent courses.

[course-grades-5.5.pdf \(sfasu.edu\)](https://www.sfasu.edu/course-grades-5.5.pdf)

Qualifying for Degree

Students must complete all requirements listed in the appropriate degree plan and have a grade point average of 3.0 or better in order to qualify for graduation. Students should see the appropriate online Graduate Bulletin for policy/procedures regarding application for graduation and/or discuss this with their faculty advisors. The MSW Program has a thesis option for selected students who wish to pursue further graduate education. The thesis option should be discussed with the student's academic advisor and must be approved by the MSW Program Director. The specialized practice field instruction (III) completion of research practicum and the comprehensive exam serve as the final evaluation of students' readiness for conferral of degree.

Continuation in Graduate School and MSW Program

To remain in good standing in graduate study, students must maintain a 3.0 ("B") or better grade point average. If the overall average falls below 3.0, students are placed on academic probation. Should this happen, students should discuss with their MSW Program faculty advisors, at the earliest opportunity, for options available

and ways to improve their average (i.e. repeating courses). Students placed on academic probation who fail to restore a 3.0 average the following semester of enrollment will then be placed on academic suspension. Students on academic suspension may not continue in the program or register for course work the following semester. The suspension period is for one semester. After the semester of suspension, students are able to register for course work not applicable toward a degree program. To be reinstated in the program students must reapply for admission; be recommended by the MSW Program Director and School Director; and be approved by the Dean, the Graduate Council and the Dean of Graduate Studies. Students who are provisionally admitted must complete the specified conditions within the required time period. Failure to do so may mean that the student is not eligible to take further courses applicable to the program.

Grade Appeal Process

Students concerned about a grade received for completed course work must first talk with the professor who taught the course. Faculty reserves the right to change or uphold student grades as they deem appropriate. If not satisfied after discussion with the faculty member, the following steps should be followed to resolve student-initiated academic complaints:

1. Instructor
2. Department chair/director
3. College dean
4. College council and one or two students
5. College dean
6. Provost/vice president for academic affairs

For the complete university policy on grade appeals, consult the SFA Web site

[final-course-grade-appeals-by-students-6.3.pdf \(sfasu.edu\)](#)

Termination of Students from the MSW Program for Behavioral Reasons

Appropriate professional and ethical conduct is critical for maintaining the integrity of the social work profession. Students in the MSW Program are considered members of the social work profession and appropriate professional conduct is expected. Social work students should conduct themselves in accordance with the Code of Ethics of the National Association of Social Workers. ([Code of Ethics: English \(socialworkers.org\)](#)).

The grades that students earn in their courses are not the only indication of students' ability to become professional social workers. Occasionally, students may behave in a manner that calls into question their ability to become social workers. The following policy provides a mechanism for reviewing students' behavior outside the classroom in terms of students' suitability for the social work profession.

Students may be terminated from the social work major for behavioral reasons relating to academic evaluation of students' suitability for the profession, especially when there is clear evidence of student behavior that is unacceptable. Examples of behavior that may require review include, but are not limited to, violation of the NASW code of Ethics, impairment due to substance abuse or mental illness and conviction of a serious felony.

Procedure

Anyone who has a concern regarding the professional performance of social work students should contact the Associate Dean of the School of Social Work. Faculty members, community social workers and social work students have a particular responsibility under the Code of Ethics to bring these concerns forward.

The Associate Dean/Director of the School of Social Work will collect information from anyone who expresses concerns about the professional performance of social work students. The Associate Dean will investigate the specific nature of the alleged behavior, the way in which the reporting person was affected by the professional performance and the sources of information about the alleged professional performance. Anonymous reports will not be accepted.

The Associate Dean/Director of the School of Social Work will provide the reporting person with information required for filing a complaint about the student's professional performance. A complaint about a student's professional performance must be described in writing. It must:

1. Clearly identify the student,
2. Identify the specific professional performance that was problematic,
3. Specify why this professional performance was inappropriate,
4. Specify sources of information that support the complaint,
5. Be filed within one year of the date the complainant became aware of the lack of professional performance and
6. Clearly identify the complainant's identity.

Note: A written complaint must be made to the Associate Dean of the School of Social Work in order to initiate the formal review of the student's professional performance.

The Associate Dean of the School of Social Work will discuss a report of the professional performance with the student. If a written complaint is filed, the student will be provided with a copy of the complaint within ten (10) working days. The Associate Dean of the School of Social Work will appoint a committee of no less than three (3) social work faculty members to review the complaint.

The committee will collect information necessary to evaluate the complaint. This will include contacting the complainant, the student and collecting other relevant information. The student will be given an opportunity to respond to the complaint before the committee.

The student may request help in responding to the complaint. In this case a social worker from the community will be assigned to help with the response. The student may bring an advisor to a review committee meeting. However, the student's advisor may not speak for the student.

The review committee will weigh the information and reach a decision on the validity of the complaint. The committee will make recommendations about appropriate action based on the findings. Recommended actions may include:

1. No action.
2. Recommendations for corrective action.
3. Non-academic probation – student continues in the program with the time limit and conditions of probation specified.
4. Non-academic suspension – student may not take any social work courses for a specified time period. Conditions or reinstatement specified.
5. Termination from program.

The committee may not make a recommendation for action unless there is sufficient information to support the complaint. Recommendations should focus on correcting problems identified in the complaint.

The review committee will conclude its work within 25 working days from the filing of the complaint, excluding summer. The committee will discuss its findings and the recommendations with the student.

The student may appeal a review committee's recommendation to the Associate Dean. Appeals should be in writing and should clearly state the reason for the appeal. Appeals should be submitted within ten (10) working days after the student has been notified by the review committee. The first level of appeal is to the Dean of the College of Liberal and Applied Arts. The second level of appeal is to the Provost of Academic Affairs. The third level of appeal is to the President of the University.

This policy applies to the academic review process by the School of Social Work related to student professional performance. Other non-academic policies relating to student discipline at the university level may also apply.

Students' Rights and Responsibilities

Students enrolled in SFA's social work programs have rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. The university's and program's student affairs and policies and procedures specifying student's rights and responsibilities are included in the School's student handbooks and field manuals for both programs and in the SFA Student Handbook located at the website below:

[guide-transfer-orientation.pdf \(sfasu.edu\)](#)

It is the student's responsibility to ensure that all academic requirements are fulfilled and student affairs are managed responsibly. Social work students are expected to read the university's catalog and student handbooks. They are also responsible for following the policies, regulations and procedures set forth. To insure students are aware of the Student Handbooks and their rights, each student signs a form indicating his or her awareness of the ability to access the handbook on the School's website. During their field placement each student must have a Field Manual that includes all policies related to field instruction. To assist students in understanding their academic expectations, many of the academic policies are also located on their course syllabi.

Student Participation

Students are encouraged to provide input on formulation of policies affecting academic and student affairs in a variety of ways: by membership on School committees; and through input from their student organizations (Student Association of Social Workers and Graduate Association for Student Social Workers). The School also has a Student Advisory Council that allows students to participate in the formulation and modifying of policies affecting academic and student affairs. The Council holds a meeting each semester to seek input from students that will improve the academic environment and services to students. The Council has representatives from each program including the BSW pre-major, BSW major, MSW non-advanced standing and MSW advanced standing.

Another significant opportunity for students' input is serving on School committees. Students from both academic programs are appointed to serve on each committee. Students' input is valuable for improving the explicit and implicit curricula. The School of Social Work encourages students to organize around their interests and concerns and to participate in policy making at the school level and across the university.

Student Organizations

Association of Graduate Students of Social Work (AGSSW)

The AGSSW is recognized by the student government organization of SFA as the general membership organization for graduate social work students. Membership in AGSSW is open to any graduate social work student in good standing. The association elects its own officers and collects dues from active members who may then vote on decisions before the group. The association also appoints students to represent their concerns in school meetings and committees. The AGSSW has an assigned faculty advisor.

The association's purpose is to provide graduate students with opportunities to become involved in both campus and community activities that promote social work values and practices for individuals and groups in the community. It also provides a system of networking and socialization among graduate social work students. A liaison, a graduate faculty member, is appointed to assist the group. Each year, AGSSW members choose service projects and organize attendance at professional meetings that enhance learning and commitment to the values of the social work profession.

Phi Alpha Honor Society

The Purpose of this organization is to recognize and promote scholastic achievement among students and faculty in undergraduate or graduate social work programs at Stephen F. Austin State University. The students pledge to improve and further the goals of social work in the community, state, nation and world; and promote interest in preparation for a career in social work.

Each student association has a faculty member assigned as their advisor and is registered as a Stephen F. Austin State University sanctioned organization. Although space is at a premium at the school, the student social work lounge and large conference room SWK 201 serve as meeting rooms for student organizations. Students have access to the computers with internet access in those areas. Also, students are committed to providing service to the university, school and local community.

School of Social Work Student Council

The purpose of the student council is to serve as an advisory group to the School of Social Work and provides undergraduate and graduate students an opportunity to participate in the formation and modification of policies affecting academic and student affairs. The School of Social Work Student Council consists of seven (7) representatives. The President of the Student Association of Social Workers (SASW), the President of the Graduate Student Association of Social Workers (AGSSW), the President of the Phi Alpha Society, pre-social work major, social work major, non-advanced standing and advanced standing graduate students.

National Association of Social Workers (NASW)

NASW is a national professional association serving the diverse needs of social workers. It is the largest professional membership organization representing social workers in the United States. NASW provides a wide variety of services designed to help students achieve full potential as social workers and to be socialized into the profession. These services include NASW professional publications, (including the annual subscription to the NASW journal, *Social Work*), conferences, educational opportunities and networking opportunities. NASW is a significant force in promoting social and economic justice through lobbying efforts for clients and social workers at the state and national levels.

Students joining NASW may do so at a reduced rate. Each year students are encouraged to become members of NASW and to attend the NASW/Texas State Conference. Students may be selected as monitors for the various sessions, thus providing them with further educational opportunities and growth experiences. Students are also encouraged to submit abstracts for scholarly presentations at the conference. Application forms for NASW membership are available in the school office. Faculty and staff are also available to assist students if they have questions. Students are strongly encouraged to join and become active in at least one professional social work organization during their educational experience. NASW and NABSW (National Association of Black Social Workers) are but two of these professional organizations. Students are strongly encouraged to discuss their interests with faculty advisors.

Social Work Licensure

Chapter 505 of the Texas Occupations Code requires that anyone identified to the public as a social worker be licensed under the laws and regulations of the state. Any public use of title or initials which could be construed by a reasonable individual as authorization to practice social work is restricted by law to those individuals who are currently licensed. Students who plan to practice as social workers in Texas upon completion of a master's degree in social work must take the licensing examination. The Texas State Board of Social Work Examiners, with administrative assistance from the Texas Department of Health, is responsible for the enforcement of the law protecting the title and position of social work. Students graduating from the School of Social Work at Stephen F. Austin State University are qualified to sit for the licensure examination in the state of Texas. Categories of licensure that MSW graduates may qualify for are:

- Licensed Master Social Worker (LMSW) requires a master's degree in social work from a CSWE accredited program.
- Licensed Clinical Social Worker (LCSW) requires three (3) years clinical social work experience after acquiring a master's degree, with two (2) of those years under the direct supervision of an approved supervisor.

All applicants must pass the board's jurisprudence examination.

[1-800-821-3205](tel:1-800-821-3205) or (512) 305-7700 or [Texas Behavioral Health Executive Council](http://www.texasbehavioralhealth.org)

Criminal History Notification Form

Date: _____

Student Name: _____

I have been informed about the mandated state policy related to criminal history.

Required notification:

Students are hereby notified of the following:

1. An individual who has been convicted of an offense is potentially ineligible for issuance of an occupational license on completion of the educational program;
2. The Texas State Board of Social Worker Examiners has determined the following felonies and misdemeanors directly relate to the duties and responsibilities of a licensed social worker:
 - a) Offenses listed in Article 42A.054 of the Code of Criminal Procedure;
 - b) A sexually violent offense, as defined by Article 62.001 of the Code of Criminal Procedure;
 - c) Any felony offense wherein the judgment reflects an affirmative finding regarding the use or exhibition of a deadly weapon;
 - d) Any criminal violation of Chapter 505 (Social Work Practices Act) of the Occupations Code;
 - e) Any criminal violation of Chapter 35 (Insurance Fraud) or Chapter 35A (Medicaid Fraud) of the Penal Code;
 - f) Any criminal violation involving a federal health care program, including 42 USC Section 1320a-7b (Criminal penalties for acts involving Federal health care programs);
 - g) Any offense involving the failure to report abuse or neglect;
 - h) Any state or federal offense not otherwise listed herein, committed by a licensee while engaged in the practice of social work;
 - i) Any criminal violation of Section 22.041 (abandoning or endangering a child) of the Penal Code;
 - j) Any criminal violation of Section 21.15 (invasive visual recording) of the Penal Code;
 - k) Any criminal violation of Section 43.26 (possession of child pornography) of the Penal Code;
 - l) Any criminal violation of 22.04 (injury to a child, elderly individual, or disabled individual) of the Penal Code;
 - m) Three or more drug or alcohol related convictions within the last 10 years, evidencing possible addiction that will have an effect on the licensee's ability to provide competent services; and
 - n) Any attempt solicitation, or conspiracy to commit an offense listed herein.

This information is subject to change by the Texas State Board of Social Work Examiners. Any changes should be published in Rule 781.420, Title 22, of the Texas Administrative Code;

3. There may be other state or local restrictions or guidelines used by the licensing authority to determine the eligibility of an individual who has been convicted of an offense for an occupational license issued by the licensing authority; and

4. The right of an individual to request a criminal history evaluation letter (See TexasOccupations Code, Sec. 53.102).

An individual may request a licensing authority to issue a criminal history evaluation letter regarding the person's eligibility for a license issued by that authority if the person:

(1) is enrolled or planning to enroll in an educational program that prepares a person for an initial license or is planning to take an examination for an initial license; and

(2) has reason to believe that the person is ineligible for the license due to a conviction or deferred adjudication for a felony or misdemeanor offense.

The request must state the basis for the person's potential ineligibility.

Social work majors and those interested in social work should visit the Texas Behavioral Health Executive Council website for more information on criminal history evaluation for social workers. Those majoring or interested in social work should also review the Texas Behavioral Health Executive Council and Texas State Board of Social Work Examiners Rules.

Criminal History Evaluation in Texas

The purpose of the criminal history evaluation is to establish procedures to evaluate, upon request, the criminal history of potential applicants to determine if they are ineligible to hold a license for health professions that include social workers.

In accordance with Occupations Code, Chapter 53, the board is required, if requested in writing and accompanied by a fee, to perform licensure evaluations for prospective applicants who have a criminal history. This process requires that an individual who has a criminal history present all related information to the board, board staff, or appropriate board committee in order to obtain a written predetermination of whether the existing criminal history would bar the individual from becoming licensed, if all other minimum requirements are met in the future and there has been no subsequent changes related to criminal history or fitness for licensure. More information can be obtained at this website:

<https://www.bhec.texas.gov/applying-for-a-license/index.html>.

Additional information may also be found in the Best Practices Guide: Applying for an Occupational License After Conviction or Deferred Adjudication, published by the Texas State Auditor's Office.

Please sign indicating you have read and has been informed of this policy.

Student Print Name: _____ Date: _____

Student Signature: _____ Date: _____

Revised 6/28/2021
SFASU General Counsel- DD

**Stephen F. Austin State University
General Information
Alumni Association**

Organized in 1928, the Stephen F. Austin State University Alumni Association is a nonprofit organization dedicated to serving the alumni, friends and current students of Stephen F. Austin State University through programs, scholarships and activities that create an attitude of continued loyalty and support.

From its on-campus office, the organization sponsors a number of scholarships and awards. It also maintains addresses of ex-students, informs alumni on its activities and information as well as university events by publishing Sawdust, a quarterly magazine and other alumni publications, operates the chapter program, sponsors the annual Homecoming and conducts the Mentor Ring program.

The combined Alumni Association and Alumni Generalist Practice endowments now total nearly \$18 million and have provided more than \$1 million in scholarships and awards in recent years. In 1966, the association inaugurated the Distinguished Alumnus Award, presented each year at the membership meeting at Homecoming. The Celebration of Excellence honors the recipients of the Distinguished Professor Award and Outstanding Young Alumnus Award. The association also hosts a reception for the 50-year anniversary class each spring graduation. All former students and SFA friends are encouraged to be active in the Alumni Association

Correspondence regarding membership or activities of the organization may be addressed to SFA Alumni Association, P.O. Box 6096, SFA Station, Nacogdoches, Texas 75962; telephone (936) 468-3407, or through its Website: [Stephen F. Austin State University Alumni Association \(sfaalumni.com\)](http://www.sfaalumni.com).

Student scholarship applications are available beginning Sept. 1 of each year online or at the Tracie D. Pearman Alumni Center. Deadline for applying is Feb. 1 of each year.

Non-Discrimination Policy

Stephen F. Austin State University and the School of Social Work are committed to the policy of providing equal opportunity for all persons and do not discriminate in admissions, programs, or any other educational functions and services on the basis of sex, disability, age, ethnicity, race, national origin, color, sexual or religious orientation, or veteran status.

Disability Services

Stephen F. Austin State University is committed to providing equal opportunities in higher education to academically qualified students with disabilities who demonstrate a reasonable expectation of college success. Students with disabilities who attend SFA will be integrated as completely as possible into the University community. The University shares responsibility with the student for modifying campus facilities and programs to meet the individual need.

Following acceptance for clear admission to SFA, the process of obtaining services and accommodations begins with the submission of documentation by the student and completion of the application for services. Special housing accommodations needed due to a disability should be

requested on the request form available through the Housing Office or Disability Services. Documentation for academic and/or housing accommodations should provide sufficient evidence of a disability which substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act of 1990. Guidelines for documentation are provided by Disability Services and should be reviewed by the student prior to obtaining documentation from a qualified professional. Guidelines for learning disabilities are intended to meet or exceed those adopted by the Association of Higher Education and Disabilities (AHEAD).

Documentation should be submitted well in advance of the initial semester in which accommodations will be requested. Sufficient time is necessary to provide for committee review of documentation and appropriate coordination of services. Recommended accommodations may differ from those provided in the public school setting. The committee review is aimed toward identifying areas of substantial limitation based upon the student's diagnosis; and, recommending the most appropriate accommodations which reasonably can be expected to assist the student in the post-secondary environment.

The review committee for academic accommodations meets monthly. The complete application and documentation should be received in Disability Services by the fifth of the month in which the student seeks review. Committee review of housing requests is scheduled as needed.

Refer to the following paragraphs for information on Section 504 and ADA regarding provision of services for persons with disabilities. Requests for additional information should be directed to: Disability Services, Stephen F. Austin State University, P.O. Box 6130, Nacogdoches, Texas 75962-6130. Voice: (936) 468-3004, TDD: (936) 468-1004, FAX: (936) 468-1368

[Disability Services \(sfasu.edu\)](http://sfasu.edu)

Parking on Campus

Parking permits may be purchased at the University Police Department. For Permits issued to students not living in University housing or faculty, staff or students (commuters) who wish to park in areas designated as "All Permit" parking areas. Holders of these permits may park in areas designated as "All Permit" area parking.

Parking areas are designated by metal signs. These signs indicate the type of permit holder for which the area is reserved. Certain lots are reserved for permit holders assigned to that lot only. Parking areas are generally reserved for the type of permit holder indicated by signs from 6:00 a.m. to 4:00 p.m., Monday through Friday, except as otherwise indicated.

All vehicles operated on the University property must display a valid parking permit 24 hours a day 365 days a year. Handicapped parking is provided in all parking lots on campus. These spaces are reserved 24 hours a day, seven (7) days a week for the holders of handicapped parking permits

The Academic Assistance and Resource Center (AARC)

The AARC offers free services for students who want to improve their chances of academic success by providing tutoring and supplemental instruction in most of the lower division, core curriculum and high-risk courses. SFA students visit the AARC over 25,000 times per year. Assistance is offered through one-on-one tutoring and small study groups, as well as through Supplemental Instruction (SI) groups. SI offers students in traditionally difficult courses the opportunity to work with an SI leader who has previously taken that course and made an “A.” The SI leader sits in on the course again and then meets twice a week in an AARC classroom with any students enrolled in that course who want to attend. AARC tutors and SI leaders are students at SFA who have been selected based on their desire to help, their high degree of success in their tutoring field and their overall demeanor. AARC tutors and SI leaders are trained to help their clients develop study and problem-solving skills that will ensure their success at SFA.

The AARC also provides tutorial assistance for THEA test preparation and offers an access assistance service to aid students with disabilities in accessing library resources and materials. If you are interested in any of these programs, or if you have questions, please contact the Director of the program in which you are interested:

M.E. McWilliams, Program Director: 468-1439, mmcwilliams@sfasu.edu

Kay Winfield, Writing Program Director: 468-1542, winfieldkl@sfasu.edu

Michael Johnson, Science/Business Program Director: 468-1412, johnsonmicha3@sfasu.edu

Stephanie Weatherford, Math/CSCI Program Director: 468-1403, sweatherford@sfasu.edu

Javier Vega, Liberal and Fine Arts Program Director: 468-7677 vegajf@sfasu.edu

AARC is located on the first floor of the Steen Library. For additional information on how to register for services, stop by the AARC reception desk or call (936) 468-4108.

Look for our web page at [Academic Assistance and Resource Center | AARC | Stephen F. Austin State University \(sfasu.edu\)](#)

Counseling and Career Services

The Counseling and Career Services staff assists students to develop a positive self-image, discover career goals, develop a sense of self-direction and prepare for careers in their chosen fields.

Counseling Services

Confidential assistance by Licensed Professional Counselors help students deal with personal adjustment and relationship problems as well as educational problems such as time management, study habits and test anxiety. Career counseling includes career interest surveys, a career library and SIGI 3 (the System of Interactive Guidance Information).

Alcohol Services

Confidential substance abuse counseling and referrals are available and staff members will provide educational programs for student groups. The Mental Health Library contains books, periodicals and free pamphlets about alcohol/drug use and abuse.

Testing Services

National tests such as the ACT, GRE, MAT, LSAT, MCAT, ExCET, GMAT and the state mandated THEA are offered through this office. The GED, for those establishing high school equivalency and correspondence tests are also administered. Computer based testing is offered for THEA, GRE, GMAT, TOEFL, ACCUPLACER, IMAT, NET, EL, ED and CLEP. Distance Learning testing is also available.

Career Services

This office is a liaison between employers and prospective employees. An online system, Monstertrak, is utilized to post employment opportunities, submit resumes for review by recruiters and to schedule interview dates and times. Additional career and internship opportunities are posted in the Career Library. The library is located in Rusk 322 and is available for students to research companies, learn more about business correspondence, resume writing, interview skills and many other career related topics. Career Services coordinates and hosts four career fair events annually. Classroom and organizational presentations are offered on career related topics. These services are available to all current students and alumni.

Student Employment Center

This office assists students who are seeking part-time employment on or off campus. The SEC verifies students' eligibility for campus employment, maintains student files for prospective employers and maintains vacancy listings, which are available in the office or via computer.

Student Code of Conduct

Original Implementation: January, 1998

Last Revision: July 21, 2020

Choosing to join the SFA community obligates one to adhere to a code of civilized behavior that embraces academic and personal integrity; respect for the dignity, rights and property of others; and an intolerance of bigotry. In keeping with this obligation, students and student organizations are expected to conform to the standards outlined in the Student Code of Conduct.

Additionally, at SFA, the community holds itself to a standard called The SFA Way. At its basis, The SFA Way encourages the entire university community to “strive for personal excellence in everything we do.” While the Student Code of Conduct articulates the minimum expectations of those in the community, the university encourages students to “hold themselves and others accountable” to the higher standards of The SFA Way root principles: Respect, Caring, Responsibility, Unity, and Integrity.

Please read the entire Student Code of Conduct at: [student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/student-code-of-conduct-10.4.pdf) ([sfasu.edu](https://www.sfasu.edu))

Class Attendance

Original Implementation: November 9, 1981

Last Revision: February 2, 2021

Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

Absences

At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s).

If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA.

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

Cross Reference: General Bulletin; Student Handbook and Activities Calendar; Military Service Activation (6.14); Tex. Educ. Code §§ 51.911-9111; 19 Tex. Admin. Code §§ 4.4, .9

Responsible for Implementation: Provost and Vice President for Academic Affairs

Contact for Revision: Provost and Vice President for Academic Affairs

Forms: None

Board Committee Assignment: Academic and Student Affairs

Please read the policy at: [class-attendance-6.7.pdf \(sfasu.edu\)](#)

Student Academic Dishonesty

Original Implementation: Unpublished

Last Revision: January 28, 2020

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Procedure for Addressing Student Academic Dishonesty

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student's major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student's major will determine a course of action, which may include dismissal from the university. The dean

may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Final Course Grade Appeals by Students (6.3).

Cross Reference: Student Handbook; Final Course Grade Appeals by Students (6.3); and Course Add/Drop (6.10)

Responsible for Implementation: Provost and Vice President for Academic Affairs

Contact for Revision: Provost and Vice President for Academic Affairs

Forms: Report of Academic Dishonesty Form

Board Committee Assignment: Academic and Student Affairs

Please read the policy at: [student-academic-dishonesty-4.1.pdf \(sfasu.edu\)](http://www.sfasu.edu/student-academic-dishonesty-4.1.pdf)

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

iCare Early Alert Program

The iCare program is a unique, integrative approach to academic and behavior intervention on campus. The program is administered through the Office of Student Rights and Responsibilities.

The iCare program consists of tracks for early intervention in behavioral/classroom management issues, attendance issues and academic performance.

Behavioral Track

When issues are primarily behavior and sufficiently concerning, they are referred to the Office of Student Rights and Responsibilities. They may, at their discretion, refer a case to the Behavioral Intervention Team, or appropriate disciplinary actions may be taken as deemed

necessary. If issues are more minor in nature, a case may be referred to another appropriate resource such as counseling or disability services.

Attendance Track

Attendance issues are referred to program volunteers within the college of the student's major. These volunteers include faculty members and academic advisors. If the student resides on campus, Residence Life is contacted and a "Knock and Talk" is conducted by Residence Life professional staff members. These staff members include the student's Residence Hall Director or Assistant Residence Hall Director. Because attendance issues may be part of a larger problem, attendance issues may be routed to either the behavioral or academic performance tracks depending on the details of the case.

Academic Issues

When students are performing poorly in class, the Academic Assistance Resources (AARC) is notified. The AARC Director makes personal, individualized contact with students and they are made aware of the numerous resources available to assist them. When poor academic performance appears to be related to a disability, the student may be referred to Disability Services. Academic Advising and Career Services referrals may be made for student who are considering (or should be considering) switching majors or who would benefit from career guidance.

The iCare Program has the ability to improve:

- At-risk students' knowledge of and access to the resources they need to succeed at SFA.
- The frequency and quality of contact between at-risk students and university employees committed to their success.
- Faculty/student engagement

The iCare Program can:

- Significantly improve the retention of at-risk students; particularly first-year freshman.
- Help to identify student who have behavioral issues or may be in crisis
- Help identify and address students who may be disruptive to the learning environment of others.

Ingredients for Becoming Culturally Competent

Develop *A Way of Knowing* about each cultural group you work with.

- People who are part of a particular culture should constitute the primary source for gathering information. Talk to people from different backgrounds because there is great diversity within each cultural group. Read the history about a group to ascertain what the culture sees and accepts as Generalist Practical values and tries to pass down through generations. Pay particular attention to cultural beliefs, rituals, religions; who and what they rely on during difficult times, learning pattern, axiology (nature of value), ontology (nature of being or reality), ceremonies, childrearing practices, treatment of the elderly and superstitions. These reflect the values they embrace and the way they may wish to be known.
- Realize that cultural competence is as much a positive attitude about multiculturalism as it is retention of multicultural content.

- Accept cultural differences as simply making a difference and not deviant, weird, bad or better.
- Learn the typical worldviews of cultural populations and let these worldviews inform your responses to different cultural groups.
- Respect religious diversity because it is frequently the dominant Generalist Practice for beliefs, lifestyle practices, childrearing practices and rituals of an individual.
- Understand that a person's survival instincts mandate that s/he is bi-cultural and subscribes to both a *home* and *host* culture (Vidal, C., 1992).
- Distinguish cultures from fads. There are people within a culture or sub-culture group who do things that are abhorrent to most people in the same cultural group. Because the behavior is usually by individuals in one cultural group, this does not give it cultural legitimacy. Instead it is usually seen by the larger cultural group as a cultural aberration. It is also referred to as individuals "losing their cultural immune system" (Akbar, N., 1992). Fads, unlike cultures, have currency but not longevity.
- Study what constitutes correct behavior in different cultures regarding death. Dying, funerals, births, weddings, church attire, church behavior, cross-generational communication, superstitions and sacred holidays.
- Acquire the ability to feel comfortable in the presence of people who are racially and culturally different from yourself. (View them as co-human beings with burdens, hopes, aspirations, desires and goals for themselves and their children, the same as you have. Once you connect with people as co-human beings with different experiences and ways for expressing their views that are unique to them, you become more comfortable in their presence while making them comfortable with you. Accept invitations to their social, religious and celebratory events).
- Acknowledge that cultural *differences make a difference* rather than over relying on sameness while dismissing differences.
- When you work with people, about whom you know very little, share with them your lack of cultural information and ask them for guidance. (When it is impossible to make cultural accommodations at your agency, make referrals, if possible. If you cannot, or the situation does not lend itself to a referral, ask the person(s) to identify a *cultural coach* you can work with on the person's behalf).
- Learn how different cultural groups define their economic and social status. It is likely to have more to do with their values than their income or "address".
- Learn the help-seeking behavior of different cultural groups. It will indicate whom you will need to consult, do, or not do with people of a particular culture.
- Make a personal and professional commitment to distinguish stereotypes from facts and to learn the origin of stereotypes. Determine if a stereotype is a racial, religious and/or cultural prejudice. Then further determine if and how stereotypes are internalized by the stereotyped group. In a client situation, determine if either should be treated as a clinical, social, or other issue in treatment.

- Seek and you will find strengths in everyone. (Everyone has strengths. Once they are identified, they become the Human Capital that propels treatment into a positive conclusion).
- Through constant introspection and self-awareness, when working across cultures, do not permit ones fears to make her or him appear racist to another cultural, racial, economic or religious group.
- There is no cultural homogeneity within a broad cultural group. Instead, there are multicultural beliefs, behaviors, religious practices, etc., within each cultural group

Frances L. Brisbane, PhD

APPENDIXES

2021 NASW Code of Ethics – effective January 1, 2021

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. Also available in Spanish.

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Read the NASW Code of Ethics here: [Code of Ethics: English \(socialworkers.org\)](https://www.socialworkers.org/ethics)

**International Federation of Social Workers (IFSW)
Core Purpose of Social Work
Global Statement of Ethical Principles**

Preamble

The International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) have jointly updated the Global Standards for Social Work Education and Training. The previous version of the Global Standards for Social Work Education and Training document was adopted by the two organisations in Adelaide, Australia in 2004. Between 2004 and 2019, that document served as an aspirational guide setting out the standards for excellence in social work education.

With the adoption of a new Global Definition of Social Work in July 2014, and the publication of the updated Global Social Work Statement of Ethical Principles in 2019, the Global Standards for Social Work Education and Training document should be updated to integrate the changes in these two documents and to reflect recent developments in global social work.

To this effect, the two organisations created a joint task group comprising the IFSW Interim Global Education Commission and IASSW's Global Standards Taskforce. This task group engaged with the global social work community through a rigorous consultation that lasted for over 18 months and included feedback from 125 countries represented by 5 Regional Associations and approximately 400 Universities and Further Education Organisations. In addition, members of the joint task force facilitated two international seminars involving service user representatives.

Therefore, we are confident that the present document has been the product of a dynamic and collective process. It has also been the culmination of a rigorous exploration of epistemological, political, ethical and cultural dilemmas.

The main objectives of the Global Standards are to:

- Ensure consistency in the provision of social work education while appreciating and valuing diversity, equity and inclusion.
- Ensure that Social Work education adheres to the values and policies of the profession as articulated by the IFSW and IASSW.
- Support and safeguard staff, students and service users involved in the education process.
- Ensure that the next generation of social workers have access to excellent quality learning, opportunities that also incorporate social work knowledge deriving from research, experience, policy and practice.
- Nurture a spirit of collaboration and knowledge transfer between different social work schools and between social work education, practice and research.
- Support social work schools to become thriving, well-resourced, inclusive and participatory teaching and learning environments.

While appreciating the overarching objectives, we are also mindful of the fact that the educational experience and policy framework in different countries varies significantly. The Global Standards aim at capturing both the universality of social work values and the diversity that characterises the profession through the articulation of a set of standards that are divided between compulsory (those that all programmes must adhere to) and aspirational (those standards that Schools should

aspire to include when and where possible). The former represents foundational elements, which are intended in part to promote consistency in social work education across the globe.

Professor Vasilios Ioakimidis
Professor Dixon Sookraj

Read the IFWS Global Standards here: [Global Standards for Social Work Education and Training – International Federation of Social Workers \(ifsw.org\)](https://www.ifsw.org)

International Definition of Social Work

In July 2001, both the IASSW and the IFSW reached agreement on adopting the following international definition of social work:

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

Both the definition and the commentaries that follow are set within the parameters of broad ethical principles that cannot be refuted on an ideological level. However, the fact that social work is operationalised differently both within nation states and regional boundaries, and across the world, with its control and status-quo maintaining functions being dominant in some contexts, cannot be disputed. Lorenz (2001) considered the ambiguities, tensions and contradictions of the social work profession, which have to be constantly negotiated and re-negotiated, rather than resolved, to constitute its success and challenge. It is, perhaps, these very tensions that lend to the richness of the local- global dialectic, and provide legitimacy for the development of global standards. According to Lorenz (2001:12): “It is its paradigmatic openness that gives this profession the chance to engage with very specific (and constantly changing) historical and political contexts while at the same time striving for a degree of universality, scientific reliability, professional autonomy and moral accountability.”

Core Purposes of the Social Work Profession

Social work, in various parts of the world, is targeted at interventions for social support and for developmental, protective, preventive and/or therapeutic purposes. Drawing on available literature, the feedback from colleagues during consultations and the commentary on the international definition of social work, the following core purposes of social work have been identified:

- Facilitate the inclusion of marginalised, socially excluded, dispossessed, vulnerable and at-risk groups of people.
- Address and challenge barriers, inequalities and injustices that exist in society.
- Form short and longer-term working relationships with and mobilise individuals, families, groups, organisations and communities to enhance their well-being and their problem-solving capacities.
- Assist and educate people to obtain services and resources in their communities.
- Formulate and implement policies and programmes that enhance people’s well-being, promote development and human rights, and promote collective social harmony and social stability, insofar as such stability does not violate human rights.
- Encourage people to engage in advocacy with regard to pertinent local, national, regional and/or international concerns.

- Act with and/or for people to advocate the formulation and targeted implementation of policies that are consistent with the ethical principles of the profession.
- Act with and/or for people to advocate changes in those policies and structural conditions that maintain people in marginalised, dispossessed and vulnerable positions, and those that infringe the collective social harmony and stability of various ethnic groups, insofar as such stability does not violate human rights.
- Work towards the protection of people who are not in a position to do so themselves, for example children and youth in need of care and persons experiencing mental illness or mental retardation, within the parameters of accepted and ethically sound legislation.
- Engage in social and political action to impact social policy and economic development, and to effect change by critiquing and eliminating inequalities.
- Enhance stable, harmonious and mutually respectful societies that do not violate people's human rights.
Promote respect for traditions, cultures, ideologies, beliefs and religions amongst different ethnic groups and societies, insofar as these do not conflict with the fundamental human rights of people.
- Plan, organise, administer and manage programmes and organisations dedicated to any of the purposes delineated above.

Read the IFWS global standards here: [Global standards – International Federation of Social Workers \(ifsw.org\)](http://www.ifsw.org)

International Association of Schools of Social Work

Global Social Work Statement of Ethical Principles (IASSW)

This Statement of Ethical Principles (hereafter referred to as the Statement) serves as an overarching framework for social workers to work towards the highest possible standards of professional integrity.

Implicit in our acceptance of this Statement as social work practitioners, educators, students, and researchers is our commitment to uphold the core values and principles of the social work profession as set out in this Statement.

An array of values and ethical principles inform us as social workers; this reality was recognized in 2014 by the International Federation of Social Workers and The International Association of Schools of Social Work in the global definition of social work, which is layered and encourages regional and national amplifications.

All IFSW policies including the definition of social work stem from these ethical principles.

Social work is a practice-based profession and an academic discipline that facilitates social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing. <http://ifsw.org/get-involved/global-definition-of-social-work/>

Read the Global Social Work Statement of Ethical Principles here: [Global Social Work Statement of Ethical Principles – International Federation of Social Workers \(ifsw.org\)](http://www.ifsw.org)



**STEPHEN F. AUSTIN
STATE UNIVERSITY**

School of Social Work

Accredited by:
The Council on Social Work Education
(CSWE)

MSW Application Packet

School of Social Work
P. O. Box 6104, SFA Station
420 East Starr Avenue
Nacogdoches, TX 75962-6104

Phone: (936) 468-4020

Fax: (936) 468-7201

swk@sfasu.edu

Dr. Freddie L. Avant, School Director
Dr. Emmerentie Oliphant, MSW Program Director

Stephen F. Austin State University
School of Social Work

MSW PROGRAM
APPLICATION PROCESS

It is the applicant's responsibility to provide all required documentation to the School of Social Work and Graduate School offices. Submit the MSW application materials to the School of Social Work via email to swk@sfasu.edu, mail to P.O. Box 6104 SFA Station, Nacogdoches, TX 75962, or fax to (936) 468-7201.

The application to the Graduate School must be submitted online using the [Apply Texas](#) Application for Admission along with a \$50 application fee and **official transcripts**.

The application process will proceed as follows:

1. Once the Graduate School office has received all required application materials, that office will forward a notice of admission to the School of Social Work for review by the MSW Admissions Committee.
2. When the School of Social Work has received all MSW application materials, Graduate School notice of admissions, and the recommendations for admission, the student's file will be forwarded to the MSW Admissions Committee for review.
3. The MSW Admission Committee will review the student file and make a recommendation to the MSW director. The director will complete the notice of admission, and the form will be returned to the Graduate School's office immediately. In certain situations, the applicant will be interviewed by the MSW director and the chair of the MSW Admissions Committee.
4. The Graduate School will complete a Graduate School Admission Notice based on the recommendation from the MSW Admission Committee.
5. If the student is to be admitted, the Graduate School will email a copy of the Graduate School Admission Notice to the student or a letter on admission status.
6. The Graduate School is responsible for admitting the student into the Student Information System. This may take several days for completion.
7. Once the Graduate School has admitted the student into the Student Information System, the student must attend a new student orientation, be advised and register for courses.

For more information, contact the School of Social Work.

(Please keep this page for your records)

Stephen F. Austin State University



School of Social Work

MSW PROGRAM ADMISSION CRITERIA

Admission

In order to be considered for admission to the MSW program, applications must submit: (1) [a SFA Graduate School application](#), (2) official transcripts to the Graduate School, (3) [three letters of recommendation using the attached form](#) (or a letter on letterhead providing the same information), (4) [supplemental application for the MSW program](#), (5) a [written statement of interest in social work](#), and (6) a résumé.

Nonadvanced Standing

To be considered for clear non-advanced standing admission, applications should present an overall GPA of at least 2.5 and a GPA of 3.0 for the last 60 hours. Applicants who demonstrate outstanding qualifications on other admission criteria may be admitted on a probationary basis with an overall GPA of 2.5 and 2.8 GPA for the last 60 hours.

Advanced Standing

To be considered for advanced standing, applicants must have earned a bachelor's degree in social work from a program accredited by the Council on Social Work Education. Applicants admitted on a probationary status are not eligible for advanced standing.

To receive advanced standing, an applicant must have made a minimum GPA of 3.0 in the last 60 credits of undergraduate course work and a 2.5 GPA overall.

The MSW program director will make decisions on course equivalency credit. Advanced placement credit may be awarded for SOCW 5301, SOCW 5302, SOCW 5307 and SOCW 5312. Advanced standing credit is not automatic and students may be required to submit course equivalency information or successfully complete a competency examination before receiving credit for a course. All students who receive advanced standing must complete a minimum of 35 credit hours in order to receive the MSW.

(Please keep this page for your records)

Stephen F. Austin State University



School of Social Work MSW PROGRAM

APPLICATION REQUIREMENTS

It is the applicant's responsibility to provide all required documentation to the School of Social Work and Graduate School offices.

- [Texas Common Application for Admission for SFA Graduate School](#)

- Official transcripts from all post-secondary education sent to the Graduate School (except for SFA graduates)**

- [MSW Supplemental Application](#)

- [Statement of Interest in Social Work](#) (Written in an essay form, about two pages, double-spaced answering the questions on page 6.)

- Résumé

- Three [letter of recommendation forms](#) from:
 - a. a supervisor from a work or volunteer setting, preferably a professional setting,
 - b. *a professor or dean from an educational setting, and
 - c. a professional (not personal) reference.

- [Student Information Contact Form](#)

- Signed copy of [Criminal History Notification Form](#)

- Signed copy of the [MSW Academic and Professional Integrity Code](#)

All MSW application documents must be submitted to Dr. Emmerentie Oliphant via email to swk@sfasu.edu, mail to P.O. Box 6104 SFA Station, Nacogdoches, TX 75962-6104, or fax to (936) 468-7201

***BSW students seeking advanced standing should include a letter from their program director or field coordinator in lieu of their professor or dean.**

(Please keep this page for your records)

Stephen F. Austin State University



School of Social Work

MSW PROGRAM SUPPLEMENTAL APPLICATION

Please Print

Name: _____

E-mail: _____

Address: _____
Address City State Zip

Phone: _____ Cell: _____

Application for Admission: Fall _____ Spring _____ Summer _____ Year _____

Applying for: Full-time admission _____ Part-time admission _____

Advanced Standing _____ Nonadvanced Standing _____

(Must have BSW degree)

Class location preference (if available): Nacogdoches _____ Lone Star _____ Online _____
(Must be Advanced)

I understand to be eligible for the **MSW online program** I must reside in one of the following states:

Texas, New Mexico, Oklahoma, Arkansas, or Louisiana Yes No N/A

Are you fluent in any language other than English? Yes _____ No _____

If yes, what language? _____

Are you a Child Protective Services employee? Yes _____ No _____

Have you successfully completed undergraduate course work in the following?

Social Statistics: Yes _____ No _____ If yes, course number and year _____

Multiculturalism (race/minority relations): Yes _____ No _____ If yes, course number and year _____

Have you successfully completed a minimum of 18 credit hours in Liberal Arts course work?

(i.e., English, political science, history, economics, sociology, psychology, etc.) Yes _____ No _____

Have you been arrested, charged or convicted of a criminal offense? Yes _____ No _____

If yes, please explain _____

If you have ever been convicted of a felony, it may affect your ability to obtain a Social Work License in the State of Texas. Contact the Texas State Board of Social Worker Examiners for more information at 1-800-821-3205.

**Stephen F. Austin State University
School of Social Work
MSW PROGRAM**

STUDENT INFORMATION

Last Name: _____

First Name: _____

Middle Name/Initial: _____

Preferred Name: _____

Preferred Pronoun: _____ Student ID Number: _____

Address (while attending SFA): _____

City/Town: _____ State: _____ Zip Code: _____

City & State Field Placement Preference: _____

Home Telephone Number: _____

Work Telephone Number: _____

Cell Telephone Number: _____

E-mail Address: _____

Emergency Contact Person(s): _____

Contact Person(s) Telephone Number: _____

Additional Information: _____

Submit to swk@sfasu.edu

Stephen F. Austin State University School of Social Work

P.O. Box 6104, SFA Station
Nacogdoches, TX 75962-6104
(936) 468-4020

MSW PROGRAM
LETTER OF RECOMMENDATION

Applicant's Name: _____
(Please Print)

Under the federal Family Education and Privacy Act of 1974, students are entitled to review their record, including letters of recommendation. However, persons who serve as a reference may feel more comfortable in fully addressing all issues if they know that their recommendations will remain confidential. You have the option of waiving the right to review your recommendation. Please indicate your choice concerning this right.

I waive my right to review this recommendation.

I do not waive my right to review this recommendation.

Applicant's Signature: _____

TO THE PERSON COMPLETING THIS RECOMMENDATION:

You have been selected by the person named above to evaluate his or her ability and readiness to enter a graduate program in social work. Your appraisal of this individual will help the Admission Committee make a decision about the applicant's capacity to benefit from this program.

KNOWLEDGE OF APPLICANT

1. What is the nature of your contact with this applicant?

2. Approximately how long have you known this applicant?

3. How well do you know the applicant?

Not Well Slightly Well Moderately Well Very Well Extremely Well

4. On a scale of 1 to 5, how would you rate the applicant's chances of success in an MSW program?

Terrible Poor Average Good Excellent

5. Please complete the following based on your experience with the candidate:

	Poor	Below Average	Average	Above Average	Outstanding
Writing ability	<input type="checkbox"/>				
Verbal ability	<input type="checkbox"/>				
Technology ability	<input type="checkbox"/>				
Ability to work independently	<input type="checkbox"/>				
Creativity	<input type="checkbox"/>				
Problem solving	<input type="checkbox"/>				
Motivation	<input type="checkbox"/>				
Maturity	<input type="checkbox"/>				
Teamwork	<input type="checkbox"/>				
Concern for others	<input type="checkbox"/>				
Sensitivity to other cultures	<input type="checkbox"/>				

6. What are the applicant's primary strengths?

7. What are the applicant's weaknesses?

8. What would the applicant contribute to the profession?

9. **Would you recommend this applicant for admission to this MSW program?**

Yes: _____ With serious reservations: _____ No: _____

Signature: _____ Name (printed): _____

Title: _____ Institution: _____

Address: _____

Phone: _____ Email: _____

Submit to swk@sfasu.edu

**Master of Social Work Program
Curriculum
Non-Advanced Standing Full-time (two-year plan of study)**
[MSW Grad Bulletin](#)

Fall Semester #1

SOCW 5301 Introduction to the Social Work Profession	3
SOCW 5302 Human Behavior and the Social Environment I	3
SOCW 5304 Introduction to Rurality	3
SOCW 5305 Generalist Practice I	3
SOCW 5419 Field Instruction I	<u>4</u>
	16

Spring Semester #1

SOCW 5300 Applied Research Methods	3
SOCW 5307 Social Welfare Policy & Services	3
SOCW 5312 Human Behavior and the Social Environment II	3
SOCW 5315 Generalist Practice II	3
SOCW 5429 Field Instruction II	<u>4</u>
	16

Fall Semester #2

SOCW 5317 Rural Social Policy Analysis	3
SOCW 5320 Social Work Research Process	3
SOCW 5325 Advanced Generalist Practice	3
SOCW 5335 Seminar in Advanced Rural Practice	3
SOCW 5358 Advanced Practice with Groups	<u>3</u>
	15

Spring Semester #2

SOCW 5330 Research Practicum	3
SOCW 5339 Field Instruction III	3
SOCW 5440 Field Instruction IV	4
SOCW 5441 Field Instruction V	4
Elective	<u>3</u>
	17

Social Statistics ___ **Total Credits** **64**

*Thesis: Yes ___ No ___ If yes: SOCW 5389 ___ SOCW 5390 ___

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

I understand that I have agreed to take courses:

- FACE-TO-FACE NACOGDOCHES CAMPUS**
 FACE-TO-FACE LONE STAR COLLEGE CAMPUS

___ I have been informed that the MSW Handbook is available online on the MSW program homepage.

* If selected, will increase the number of credit hours required to graduate – thesis option adds three credit hours for a total of 67.

**Master of Social Work Program
Curriculum**
Nonadvanced Standing Part-Time (three-year plan of study)
[MSW Grad Bulletin](#)

Fall Semester #1

SOCW 5301 Introduction to the Social Work Profession	3
SOCW 5302 Human Behavior and the Social Environment I	3
SOCW 5304 Introduction to Rurality	3
SOCW 5305 Generalist Practice I	3
SOCW 5419 Field Instruction I	<u>4</u>
	16

Spring Semester #1

SOCW 5300 Applied Research Methods	3
SOCW 5307 Social Welfare Policy & Services	3
SOCW 5312 Human Behavior and the Social Environment II	3
SOCW 5315 Generalist Practice II	3
SOCW 5429 Field Instruction II	<u>4</u>
	16

Fall Semester #2

SOCW 5317 Rural Social Policy Analysis	3
SOCW 5320 Social Work Research Process	3
SOCW 5358 Advanced Practice with Groups	<u>3</u>
	9

Spring Semester #2

SOCW 5330 Research Practicum	3
Elective	<u>3</u>
	6

Fall Semester #3

SOCW 5325 Advanced Generalist Practice	3
SOCW 5335 Seminar in Advanced Rural Practice	<u>3</u>
	6

Spring Semester #3

SOCW 5339 Field Instruction III	3
SOCW 5440 Field Instruction IV	4
SOCW 5441 Field Instruction V	<u>4</u>
	11

Social Statistics___	Total Credits	64
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*Thesis: Yes ___ No ___ If yes: SOCW 5389___ SOCW 5390 ___

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

I understand that I have agreed to take courses:

FACE-TO-FACE NACOGDOCHES CAMPUS
 FACE-TO-FACE LONE STAR COLLEGE CAMPUS

___ I have been informed that the MSW Handbook is available online on the MSW program homepage.

* If selected, will increase the number of credit hours required to graduate – thesis option adds three credit hours for a total of 67.
www.sfasu.edu

Master of Social Work Program

Curriculum

Advanced Standing Full-time (10-month plan of

study) [MSW Grad Bulletin](#)

Summer Session II

SOCW 5304 Introduction to Rurality 3
3

Fall Semester

SOCW 5317 Rural Social Policy Analysis 3
SOCW 5320 Social Work Research Process 3
SOCW 5325 Advanced Generalist Practice 3
SOCW 5335 Seminar in Advanced Rural Practice 3
SOCW 5358 Advanced Social Work with Groups 3
15

Spring Semester

SOCW 5330 Research Practicum 3
SOCW 5339 Field Instruction III 3
SOCW 5440 Field Instruction IV 4
SOCW 5441 Field Instruction V 4
Elective 3
17

Total Credits **35**

*Thesis: Yes No If yes: SOCW 5389 SOCW 5390

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

I understand that I have agreed to take courses:

ONLINE
 FACE-TO-FACE NACOGDOCHES
 FACE-TO-FACE LONE STAR COLLEGE

____ I have been informed that the MSW Handbook is available online on the MSW program homepage.

* If selected, will increase the number of credit hours required to graduate – thesis option adds three credit hours for a total of 67.

**Master of Social Work Program
Curriculum**
Advanced Standing Part-time (two-year plan of study)
[MSW Grad Bulletin](#)

Summer Session II

SOCW 5304 Introduction to Rurality 3
3

Fall Semester

SOCW 5317 Rural Social Policy Analysis 3
 SOCW 5320 Social Work Research Process 3
 SOCW 5335 Seminar in Advanced Rural Practice 3
 SOCW 5358 Advanced Social Work with Groups 3
12

Spring Semester

SOCW 5325 Advanced Generalist Practice 3
 Elective 3
6

Fall Semester

SOCW 5549 Advanced Field Instruction I 5
5

Spring Semester

SOCW 5330 Research Practicum 3
 SOCW 5659 Advanced Field Instruction II 6
9

Total Credits **35**

*Thesis: Yes ___ No ___ If yes: SOCW 5389 ___ SOCW 5390 ___

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

I understand that I have agreed to take courses:

- ONLINE**
- FACE-TO-FACE NACOGDOCHES**
- FACE-TO-FACE LONE STAR COLLEGE**

___ I have been informed that the MSW Handbook is available online on the MSW program homepage.

* If selected, will increase the number of credit hours required to graduate – thesis option adds three credit hours for a total of 38.

Academic and Professional Integrity Code

Stephen F. Austin State University (SFASU)

MSW Social Work Program

Social work is a profession in which members are required to maintain strict standards of professional integrity. Integrity is the quality of trustworthiness and incorruptibility in the standards of one's profession.

The mission of the MSW program is to prepare competent and effective professional social workers committed to advanced generalist practice, able to respond to the needs of rural communities and to the challenges faced by people with rural lifestyles. MSW students are prepared to become leaders in the practice. Students must act in a professional manner, which reflects the knowledge, values and skills of the social work profession. Students must possess the emotional and mental health required for full utilization of their intellectual abilities, the exercise of good judgment and the prompt completion of all responsibilities related to services to clients/consumers. This includes being able to function under stressful situations and to adapt to changing environments. Students must be able to perform their duties with compassion, integrity and concern for others.

The [Council on Social Work Education \(CSWE\)](#), [Educational Policy and Accreditation Standards \(EPAS\)](#), [National Association of Social Workers \(NASW\) Code of Ethics](#) and the Statement of Ethical Principles developed by the International Federation of Social Workers (IFSW) and the [International Association of Schools of Social Work \(IASSW\)](#) establish behavioral expectations for professional social workers and students. As an MSW student, adherence to these codes of ethics is important; you must fully understand and appreciate the importance of the provisions of these codes and apply them to your educational experience, *as a condition to your continued status* as a social work student in the program.

1. The **MSW social work student** is expected to maintain high standards of personal conduct and act in accordance with the highest standards of integrity.
2. The **MSW social work student** is expected to uphold high standards of academic integrity.
3. The **MSW social work student** will be committed to becoming a leader in the social work profession. The commitment must be reflected in course work, assignments, class participation, field placements and all professional interactions.
4. The **MSW social work student** will represent the SFA School of Social Work in a professional manner at agencies, in the community and professional events.
5. The **MSW social work student** will portray professionalism and active participation in class, regardless if held face-to-face, livestream or online. This includes limiting distractions by others in household and maintaining a professional demeanor and presence while attending class.
6. The **MSW social work student** will familiarize themselves with the CSWE accreditation standards, competencies and foundation and specialized practice behaviors.
7. The **MSW social work student** will familiarize themselves with the relevant Codes of Ethics including NASW and IASSW.
8. The **MSW social work student** will adhere to [SFA Academic Integrity policies](#).
9. The **MSW social work student**, while engaged in study and research, must be guided by the conventions of scholarly inquiry.
10. The **MSW social work student**, while engaged in service delivery, will focus on the needs of clients/consumers.

11. The **MSW social work student** must strictly respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
12. The **MSW social work student** will respect and maintain confidentiality requirements during class, regardless if held face-to-face, livestream or online. This includes minimizing the listening and observing of discussions by others in the household. This allows all students to participate honestly and keeps sensitive materials from being discussed in front of non-social work students.
13. The **MSW social work student** is expected to treat fellow students, faculty, supervisors and staff with respect, honesty, courtesy, fairness and good faith. This includes all types of communication including texts, phone conversations and emails.
14. The **MSW social work student** will uphold and advance the values, ethics and mission of the social work profession.
15. The **MSW social work student** must not participate in, condone or be associated with dishonesty, fraud, deceit or misrepresentation.
16. The **MSW social work student** understands that engaging in criminal behavior and/or convictions may prevent their licensing and practicing of social work.
17. The **MSW social work student** must not engage in any form of inappropriate discrimination based on an individual's race, ethnicity, country of origin, gender, sexual orientation, age, religion or other personal characteristic, belief, status or condition.
18. The **MSW social work student** will be responsible for responding to their standard SFA jacks e-mail address in a timely and respectful manner.
19. The **MSW social work student** will use Brightspace in a responsible way to enhance learning. Brightspace will not be used to communicate information about fellow students, faculty, supervisors and staff.
20. The **MSW social work student** will use all social media in a responsible and ethical way. Social media should not be used to communicate information about clients, fellow students, faculty, staff and colleagues at agencies. Social media will not be used to communicate with clients.
21. The **MSW social work student** will use appropriate policies and information in syllabi and the MSW Student Handbook to address problems related to specific courses. Students will represent themselves and should not speak for or discuss fellow students with faculty.
22. The **MSW social work student** will continue their professional development through regular self-assessment of academic and professional aptitude and performance.

Student Name: _____ Date: _____

Signature _____

Academic Advisor _____ Date: _____



STEPHEN F. AUSTIN STATE UNIVERSITY

School of Social Work

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Criminal History Notification Form

Date: _____

Student Name: _____

I have been informed about the mandated state policy related to criminal history.

Required notification:

Students are hereby notified of the following:

1. An individual who has been convicted of an offense is potentially ineligible for issuance of an occupational license on completion of the educational program;
2. The Texas State Board of Social Worker Examiners has determined the following felonies and misdemeanors directly relate to the duties and responsibilities of a licensed social worker:
 - a) Offenses listed in Article 42A.054 of the Code of Criminal Procedure;
 - b) A sexually violent offense, as defined by Article 62.001 of the Code of Criminal Procedure;
 - c) Any felony offense wherein the judgment reflects an affirmative finding regarding the use or exhibition of a deadly weapon;
 - d) Any criminal violation of Chapter 505 (Social Work Practices Act) of the Occupations Code;
 - e) Any criminal violation of Chapter 35 (Insurance Fraud) or Chapter 35A (Medicaid Fraud) of the Penal Code;
 - f) Any criminal violation involving a federal health care program, including 42 USC Section 1320a-7b (Criminal penalties for acts involving Federal health care programs);
 - g) Any offense involving the failure to report abuse or neglect;
 - h) Any state or federal offense not otherwise listed herein, committed by a licensee while engaged in the practice of social work;
 - i) Any criminal violation of Section 22.041 (abandoning or endangering a child) of the Penal Code;
 - j) Any criminal violation of Section 21.15 (invasive visual recording) of the Penal Code;
 - k) Any criminal violation of Section 43.26 (possession of child pornography) of the Penal Code;
 - l) Any criminal violation of 22.04 (injury to a child, elderly individual, or disabled individual) of the Penal Code;
 - m) Three or more drug or alcohol related convictions within the last 10 years, evidencing possible addiction that will have an effect on the licensee's ability to provide competent services; and
 - n) Any attempt solicitation, or conspiracy to commit an offense listed herein.

This information is subject to change by the Texas State Board of Social Work Examiners. Any changes should be published in Rule 781.420, Title 22, of the Texas Administrative Code;

3. There may be other state or local restrictions or guidelines used by the licensing authority to determine the eligibility of an individual who has been convicted of an offense for an occupational license issued by the licensing authority; and
4. The right of an individual to request a criminal history evaluation letter (See Texas Occupations Code, Sec. 53.102).

An individual may request a licensing authority to issue a criminal history evaluation letter regarding the person's eligibility for a license issued by that authority if the person:

- (1) is enrolled or planning to enroll in an educational program that prepares a person for an initial license or is planning to take an examination for an initial license; and

(2) has reason to believe that the person is ineligible for the license due to a conviction or deferred adjudication for a felony or misdemeanor offense.

The request must state the basis for the person's potential ineligibility.

Social work majors and those interested in social work should visit the Texas Behavioral Health Executive Council website for more information on criminal history evaluation for social workers. Those majoring or interested in social work should also review the Texas Behavioral Health Executive Council and Texas State Board of Social Work Examiners Rules.

Criminal History Evaluation in Texas

The purpose of the criminal history evaluation is to establish procedures to evaluate, upon request, the criminal history of potential applicants to determine if they are ineligible to hold a license for health professions that include social workers.

In accordance with Occupations Code, Chapter 53, the board is required, if requested in writing and accompanied by a fee, to perform licensure evaluations for prospective applicants who have a criminal history. This process requires that an individual who has a criminal history present all related information to the board, board staff, or appropriate board committee in order to obtain a written predetermination of whether the existing criminal history would bar the individual from becoming licensed, if all other minimum requirements are met in the future and there has been no subsequent changes related to criminal history or fitness for licensure. More information can be obtained at this website: <https://www.bhec.texas.gov/applying-for-a-license/index.html>. Additional information may also be found in the Best Practices Guide: Applying for an Occupational License After Conviction or Deferred Adjudication, published by the Texas State Auditor's Office.

Please sign indicating you have read and has been informed of this policy.

Student Print Name: _____ Date: _____

Student Signature: _____ Date: _____

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SFASU General Counsel- DD

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FAQ

1. What can I do with an MSW degree after I graduate?

The [social work profession has its own body of knowledge](#), [Code of Ethics](#), practice standards, credentials, state licensing and a nationwide and [International](#) system of accredited education programs that equip professional social workers to combine the desire to help others with the knowledge, skill and ethics needed to provide that help. MSW social workers typically work in leadership or advanced positions as managers, supervisors and administrators in a wide variety of settings. Examples include private and public agencies, hospitals, schools, private practice, international organizations and courts. Social workers are committed to the process of planned change and may work directly with individuals or groups; help communities or groups provide or improve social and health services; and participate in relevant legislative processes that affect quality of life for all people.

2. Why should I pursue a MSW from SFA?

The School of Social Work at SFA has a commitment to excellence in the preparation of students as professional social workers. The undergraduate social work program has been accredited by the Council on Social Work Education since 1979. The graduate program was accredited by CSWE in 1998. The school has several locations – Tyler (BSW only), Nacogdoches (BSW & MSW), a Lone Star College campus (BSW & MSW) and an online program (MSW, Advanced standing only).

3. What are my options for study toward a MSW?

- Full-time Advanced Standing – one-year plan
- Part-time Advanced Standing – two-year plan
- Full-time Nonadvanced Standing – two-year plan
- Part-time Nonadvanced Standing – three-year plan

4. What practice areas are offered?

Upon completion of the program, students will have gained the advanced knowledge, skills and values to work with individuals, families, groups, communities and organizations in a variety of settings in rural areas and with people who are impacted by rural lifestyles. Although the program's specialized practice primarily focuses on the rural context of practice, the knowledge, values and skills that students learn are readily transferable to other settings.

5. What are the admission requirements for the MSW program?

In order to be considered for admission to the MSW program, applicants must submit:

- A completed SFA Graduate School application
- Official transcripts from all colleges and universities attended
- Three letters of recommendation
- A supplemental application for the MSW program
- A written statement of interest in social work
- Résumé
- Student information sheet
- Criminal History Notification Form
- Academic and Professional Integrity Code

To be considered for clear admission, applicants should have an overall GPA of at least 2.5 and a GPA of 3.0 for the last 60 hours. Applicants who demonstrate outstanding qualifications on other admission criteria may be admitted on a probationary basis with an overall GPA of 2.5 and 2.8 GPA for the last 60 hours.

Students with a BSW may be admitted to the Advanced standing program. To be considered for this program, applicants must have earned a BSW from a program accredited by the Council on Social Work Education. Applicants admitted on probationary status are not eligible for advanced standing. To receive advanced standing status, applicants must have a minimum GPA of 3.0 in the last 60 credits of undergraduate study and GPA of 2.5 overall.

6. Can I transfer credits from other graduate programs?

Up to 12 credit hours with a grade of an A or B from an MSW program accredited by the Council on Social Work Education may be accepted for transfer credit. Elective courses taken in areas other than social work are not accepted for transfer credit.

7. At what locations is the program offered?

Offering courses at other sites depends on the number of students interested in attending classes at a distant site and the availability of program resources. We currently offer the program at Nacogdoches, Lone Star College and online.

8. Do you offer online courses in social work?

All of the Specialized Practice courses are offered online.

9. What are the requirements for international applicants?

International applicants must meet the same requirements for admission as a student from the United States. Visit the [Office of International Programs](#) for more information. Applicants whose native language is not English may be required to comply with the [English proficiency requirement](#).

10. What if I do not have an undergraduate degree in social work?

Any undergraduate degree is accepted however, additional coursework in human biology, social statistics, and/or multicultural studies may be required.

11. What is the MSW program application deadline?

Applications are accepted on a rolling basis but should be submitted as early as possible prior to the upcoming semester.

12. Does SFA provide financial aid?

Yes. Financial aid programs in which SFA participates include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Leveraging Educational Assistance Program, Texas Grant Program, Texas Public Educational Grant, Federal Work-Study Program, Federal Perkins Loan, Federal Family Educational Loan Program (Stafford Loan) and the Hinson-Hazelwood Student Loan Program. Consideration for these programs requires need analysis. Unsubsidized Stafford Loans, Federal Parent Loans, short-term emergency loans and university scholarships may be available to students who do not demonstrate financial need. Information regarding student aid can be found at the [Graduate School](#) and/or [Admissions & Financial Aid](#). A limited number of graduate assistantships and specific scholarships such as the Elisabeth Kenny Memorial Scholarship and the Ima Hogg Mental Health Foundation Scholarship are also available.

13. Are there any specialized stipend programs?

The Child Welfare Professional Development Project in the School of Social Work at SFA receives federal funds (Title IV-E, Social Security Act) from the Texas Department of Family and Protective Services. The purpose of the funds is to prepare undergraduate and graduate students for work in public child welfare and to provide a needed pool of trained social workers in the field of child protection. CWPDP stipends are offered to MSW students, both Child Protective Services employees and non-CPS employees. Interested students should contact Ms. Diane Sizemore at (936) 468-1808 or sizemore@sfasu.edu or Ms. Carol Levine at (936) 468-5105 or at clevine@sfasu.edu for more information.

14. Is student housing available?

Rooms and apartments are provided for approximately 5,000 students on campus. Application forms can be found at [Residence Life](#).

15. Will I be able to pursue social work licensure after graduation?

Yes, students graduating from the SFA School of Social Work are qualified to sit for the licensure examination in the state of Texas. For more information about application for licensure, students may contact the Texas Behavioral Health Executive Council at (800) 821-3205 or visit the [Texas State Board of Social Work Examiners](#).

16. Whom do I call for additional information?

You may contact the MSW Program Office at (936) 468-4020 or via email at swk@sfasu.edu.