Louisiana College MSW Student Handbook

Louisiana College
Pineville, Louisiana

Adopted Fall 2017
Updated Fall 2020

Welcome to the Louisiana College MSW Program. We believe we have developed an outstanding program where as you complete our curriculum, you will develop the knowledge, skills, and social work values that will serve you well in a social work career. The Master of Social Work Program has been approved by the Southern Association of Colleges and Schools Commission on Colleges. The program is currently in Candidacy for accreditation by the Council on Social Work Education (CSWE) Commission on Accreditation.

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PREFACE

The Louisiana College MSW Student Handbook sets forth the educational policies and procedures, exclusive of policies and procedures specific to field instruction that govern the MSW program and its students. This Handbook should be used in conjunction with the Louisiana College Graduate Catalog 2019-20 and the Louisiana College Student Handbook (2020-21), which are available online.

The curriculum, policies, and procedures set forth in the MSW Student Handbook are in effect for the 2020-2021 academic year and will govern most, if not all, of the educational experiences of students beginning study in the 2020-2021 academic year.

Faculty of MSW School of Social Work Program and Louisiana College however, reserves the right to make those changes in curriculum, policies, and procedures that will enhance the educational experience and outcomes of students and is aligned with the 2015 Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).

WELCOME

The faculty of the Louisiana College Master of Social Work (MSW) Program welcome you and are excited that you have chosen to begin or continue social work as your career. This handbook has been designed to provide information about the Louisiana College MSW Program and policies and procedures related to the program. Students are required to read the MSW Student Handbook and be familiar with its content. The handbook will be reviewed in orientation prior to the beginning of each fall and spring semester. The Educational Policy Standards of the Council of Social Work Education (CSWE) are included in this handbook to inform students of CSWE standards. Please keep this handbook close by as a reference for you. It is also accessible on the College website. (https://www.lacollege.edu/academics/graduate-programs/master-of-social-work/)

The MSW Program at Louisiana College is grounded in the Christian faith and teaches students to exemplify their Christian faith in the service of advanced generalist social work practice they render through the profession. The NASW Code of Ethics is blended with the Christian values and ethics taught at the College to ensure that our students are well prepared to meet the everyday demands of a world in need of social services that show respect and dignity for all human beings.

MSW students are a part of a professional program, which meets the requirements of CSWE for all accredited social work programs that is congruent with the College Mission Statement and the MSW Program Mission Statement. This program will equip its students with a concentration in either advanced generalist social work practice or healthcare/behavioral health practice.

We welcome any suggestions about, additions to, or deletions from the material contained in this handbook to improve the quality of education offered through the Louisiana College Social Work Program.

I. LOUISIANA COLLEGE

1.1   Overview

Louisiana College is a private, Baptist, coeducational college of liberal arts and sciences with selected professional programs. The campus is located in the Alexandria-Pineville area of central Louisiana. Louisiana College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate, baccalaureate, and master degree. Separate accreditation for specific programs has been awarded by the Association of Collegiate Business Schools and Programs, Louisiana State Department of Education, Council on Social Work Education, the Commission on Collegiate Nursing Education, the Louisiana State Board of Nursing, the Commission on Accreditation in Physical Therapy Education, and the National Association of Schools of Music.

The college is located on an 81-acre campus with a total of twenty-five academic and residential buildings. Most of the students at Louisiana College come from Central Louisiana, but many states and several foreign countries are represented in the current student body. The faculty and staff of Louisiana College genuinely care for the students. Their primary concern is to enhance student learning and to encourage the student's Christian growth. The college was chartered in 1906 as a non-profit corporation with the object "to own, operate and conduct a Baptist college, to foster Christian education." It is governed by a Board of Trustees, which is chosen by the Louisiana Baptist Convention.

1.2   History

Louisiana College was founded in Pineville, Louisiana, on October 3, 1906. It is the successor to two earlier Louisiana Baptist schools, Mt. Lebanon University and Keatchie Female College. The first, a men's school founded in 1852 by the North Louisiana Baptist Convention, was located in the community of Mt. Lebanon. The women's college, founded in 1857 by the Grand Cane Association of Baptist Churches, was located in the community of Keatchie. After a history beset by financial difficulties, both schools came under control of the State Baptist Convention in 1899. An Education Commission was selected by the state convention to administer the schools with the understanding that both would be succeeded by a more centrally located college as soon as a suitable campus could be selected. When Louisiana College was opened in 1906, Mt. Lebanon College was closed, followed by Keatchie a few years later.

Louisiana College was administered by the Education Commission until 1921, when the commission was replaced by a Board of Trustees as called for in a new charter. The first administrative head of Louisiana College was W.F. Taylor, whose title was chairman of the faculty. Since its opening, Louisiana College has had nine presidents: Dr. E.O. Ware, appointed in 1908; Dr. W.C. Friley, in 1909; Dr. Claybrook Cottingham, in 1910; Dr. Edgar Godbold, in 1941; Dr. G. Earl Guinn, in 1951; Dr. Robert L. Lynn, in 1975; Dr. Rory Lee, in 1997; Dr. Joe W. Aguilllard, in 2005 and Dr. Richard B. Brewer, in 2015.

1.3   Louisiana College Mission Statement

Louisiana College is a Christ-centered community committed to Academic Excellence where students are equipped for Lives of Learning, Leading, and Serving.

1.4   History of Social Work at Louisiana College

Social work courses were first offered within the Sociology Department of Louisiana College in 1962. At that time, four social work courses were offered as electives within the sociology major. These courses were taught by adjunct instructors from the local professional community.

By the fall of 1976, a concentration in social work had evolved which included seven core courses and a field practicum component. A full-time MSW was hired at that time to coordinate the program and a second full-time MSW was hired in the fall of 1989. The program, now housed in the School of Human Behavior, offers a Bachelor of Social Work degree. The strength of Louisiana College in pursuing an MSW program is the current success of its Bachelor of Social Work (BSW) program that boasts of over twenty years of experience in educating undergraduate social work students. The BSW program was initially accredited in 1993 and has remained in good standing with its national accrediting body, the Council on Social Work Education (CSWE). The program was most recently reaffirmed, in Fall 2013, for another eight years, and all aspects of the program remain in compliance with CSWE standards.

In 2016, an area organization conducted a needs assessment of the Central Louisiana Region targeting primarily healthcare and behavioral health facilities/providers. This study revealed that MSW trained workers with an LCSW were in the top five professions needed in the Central Louisiana Region which includes nine parishes. This discovery reinforced the point there is, and will continue to be, a need for licensed master level social workers in the Central Louisiana (Cenla) region, surrounding areas, and the entire state. While graduates can practice social work with a Bachelor of Social Work degree, the employment opportunities and demand for master-level social workers are much higher and continuing to increase.

1.5   Social Work Education: Accreditation & Licensing

Accreditation is important. It assures students and the public that the courses, faculty, and policies of a social work program meets the expectations of the profession. Accreditation, in this context, means that a program offers a recognized social work curriculum for its graduates. Louisiana College's MSW Program is in Candidacy for accreditation with the Council on Social Work Education's (CSWE) Commission on Accreditation. The program is in its final year and stages of the accreditation.

Once an MSW program attains accreditation students who graduate from the program prior to the program's accreditation will be recognized by CSWE as graduating from an accredited program. This means that those who graduate from our MSW Program prior to initial accreditation would have retroactive recognition of an accredited degree as soon as our program receives initial accreditation.

The Louisiana Board of Social Worker Examiners has given LC documentation that shows the board allows graduates of MSW programs that are in candidacy for accreditation with CSWE to take the exam for a license at the level of Licensed Master Social Worker (LMSW).

1.6   Louisiana Licensing Levels

Louisiana has multi-level licensing/credentialing for professional social workers through the Louisiana Board of Social Work Examiners. LABSWE, Louisiana Board of Social Work Examiners is the regulatory authority created by legislature to "safeguard the public health, safety, and welfare of the people of this state against unauthorized, unqualified and improper practice of social work." These are the levels:

LCSW: Licensed Clinical Social Worker. This is the title given to master's level social workers licensed to engage in independent practice of social work in Louisiana. To be licensed at this level, the MSW must meet certain criteria, which include at least 5,760 hours of

postgraduate practice of which 3,840 hours shall be under supervision of a board-approved clinical supervisor (BACS), payment of a fee, and the passing of a national social work exam.

LMSW: Licensed Master Social Worker. This credential is awarded to master's level social workers who pay the appropriate fee and pass a social work exam approved by the state board. This level may engage in agency-based supervised advanced practice.

CSW: Certified Social Worker. This is a temporary certification which entitles the master of social work graduate to perform the duties and responsibilities within the scope of practice of the licensed master social worker for up to three years, while pursuing licensure through passing the examination approved by the board.

RSW: Registered Social Worker. This credential is available to graduates of CSWE accredited undergraduate social work programs and is obtained by making application to the state social work licensing board and paying the required fee. If a graduate plans to work as a social worker in Louisiana with a BSW degree, he/she must be registered with the state board. This level may engage in agency-based generalist social work practice.

1.7   Professional Organizations

There are many organizations and credentials available to those who are professional social workers. The following list is only a limited number of those groups. Louisiana College does not necessarily endorse the views of each organization but want students to be aware of all professional organizations.

NASW: The National Association of Social Workers is the national professional membership organization which addresses issues of concern to social workers. It provides opportunities for continuing professional development through meetings and seminars. Students are eligible to join at a special student rate and can apply for membership online.

The local NASW meetings are usually luncheon meetings held on the first Wednesday of each month. Students are encouraged to attend these meetings. They provide an excellent opportunity for professional socialization and for networking when it is time to apply for a job.

ACSW: Academy of Certified Social Workers. This certification is awarded to master's level social workers (MSWs) who are NASW members with two years' supervised experience and who have passed the ACSW exam.

CSWE: Council on Social Work Education. This is the accrediting body for schools of social work. It establishes educational standards for both graduate and undergraduate social work programs.

NACSW: North American Association of Christians in Social Work. This is an organization comprised of Christians in social work. Its mission is to equip its members to integrate Christian faith and professional social work practice. Membership is available to students.

IFSW: International Federation of Social Workers. The IFSW is a global organization striving for

social justice, human rights, and social development through the development of social work, best practices and international cooperation between social workers and their professional organizations.

SSWAA: School Social Work Association of America. The mission of SSWAA is to "empower school social workers and promote the profession of school social work to enhance the social and emotional growth and academic outcomes of all students."

SSWLHC: Society for Social Work Leadership in Healthcare. This organization "promotes the universal availability, accessibility, coordination, and effectiveness of healthcare…"

NOFSW: National Organization of Forensic Social Work. The vision of this organization is to "advance social justice through the inter-professional collaboration of human service and legal systems."

II.   Master of Social Work (MSW) Program

2.1   Mission Statement

The mission of the MSW program is to prepare students to function competently and effectively in a rapidly changing world through an academically challenging social work education within a Christian environment that offers an integration of faith and learning.

2.2   Relationship to the College Mission

The mission of the MSW program reinforces the identity and overall mission of LC in fulfilling the college's commitment to academic excellence with the integration of faith and learning. The program expands the College mission in moving students toward continued learning regarding all aspects of life with special emphasis on the professional application of advanced generalist social work practice and healthcare/behavioral health. The premise is to educate professional social workers who understand both the profession's responsibilities, values, and ethical standards as well as the Christian's obligations.

2.3   Louisiana College MSW Program Goals

The goals of the MSW program were directly derived from the program's mission and its context. The goals are as follows:
1. For students to demonstrate a mastery level knowledge of social work in advanced practice through:
    a.   preparing students to be competent social workers through content and practice behaviors emphasized in the social work curriculum for both advanced generalist practice and healthcare/behavioral health specialization.
    b.   training students who are knowledgeable and understanding of diversity issues at all levels.
2. For students to exhibit mastery of advanced practice skills through developing career-long learners that will critically think about the populations they serve and the issues/trends of the time.
3. For students to demonstrate an understanding and application of social work values as well as understand the importance of a Christian Worldview in the practice of social work through preparing students to practice ethically in a changing world and to integrate their faith and learning that is developed through an understanding of a Christian Worldview.
4. To increase the number of advanced master-level social workers who are competent to practice in any healthcare/behavioral health and/or advanced generalist practice settings in the Central Louisiana Region.

These goals are accomplished through a sequence of courses within a generalist curriculum followed by the advanced curriculum. The MSW Program strives to ensure students have the knowledge, values, and skills required to practice advanced generalist social work specifically in the areas of healthcare/behavioral health or advanced generalist practice. The curriculum incorporates the core competencies and practice behaviors according to CSWE requirements.

2.4   Traditional and Advanced Standing Programs

Traditional/Standard Program: The MSW degree requires the completion of a minimum of sixty (60)

credits (48 course credits and 12 field practicum credits). Students who complete the MSW Program's full-time traditional or standard course of study can earn their MSW degree in two years or in three to four years part-time. In their field practicum, students are placed in social service agencies under the supervision of Masters-level social workers, where they complete 466 hours in the generalist year field practicums and 466 hours in the advanced year practicums.

2.4.1   MSW Traditional-2-year Program

Criteria	Credit Hours	Clock Hours
Required Courses	39	
Elective Courses	9	
Field Practicums	12	932
Total	60	932

Advanced Standing Program: The advanced standing program is for those students who completed a Bachelor of Social Work (BSW) degree from a CSWE-accredited undergraduate program. The Advanced Standing program consists of thirty (30) credit hours (24 course credits and 6 field practicum credits). Students who are accepted into the Advanced Standing Program should be able to complete the program in one academic year. Those who attend the program part-time can expect to complete their course work within two academic years.

2.4.2   Advanced Standing-1-year Program

Criteria	Credit Hours	Clock Hours
Required Courses	15	
Elective Courses	9	
Field Practicums	6	466
Total	30	466

2.5   Ethical Conduct and Professionalism

Regardless of the setting and regardless of the size of the client system, all social work practice should be conducted within certain ethical guidelines. Louisiana College MSW students are expected to abide by the values and ethical principles reflected in the current National Association of Social Work (NASW) Code of Ethics. Social Work students at LC are also expected to practice within the framework of the Christian values and ethics set forth in the Baptist Faith and Message, 2000 which is also included in Appendix F of

this handbook.

Students planning a career in social work are also expected to demonstrate a level of professionalism. Demonstration of professionalism is exhibited through communication, dress, and punctuality. It is important to remember professionalism demonstrated during the student's time in class as well as in field practicums can have a significant impact on references that faculty members or field supervisors might later be asked to provide.

2.6   Evaluation

External assessment instruments, course assignments and projects, field evaluations, role-plays, a comprehensive exam and surveys are implemented to assess and evaluate students as well as the social work program. In addition, other avenues of feedback such as individual course evaluations, field supervisor evaluations, and alumni surveys help ensure a continued effort to refine and improve the overall program.

III.   MSW Curriculum & Requirements

3.1   Curriculum Design

The curriculum is designed to provide all generalist courses during the first two semesters—1st year. All generalist level courses use 500 level course numbers while all the advanced generalist courses, which begin in the second year of the program, use 600 level course numbers. Only those who successfully complete all 500 level courses, or who have been admitted with Advanced Standing, will be allowed to take the 600 level courses. The curriculum is also designed for students to understand and demonstrate the competencies and practice behaviors as outlined in the EPAS guidelines of CSWE as well as integration of faith learning. These competencies and practice behaviors are as follow:

Competency 1: Demonstrate Ethical and Professional Behavior
- Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, and ethical conduct of research
- Advocate for client access to the services of social work;
- Practice personal reflection and self-correction to assure continual professional development;
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning; and
- Use supervision and consultation.

Competency 2: Diversity 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 those with whom they work 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 groups.

Competency 3: Human Rights & Social, Economic, & 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 and economic and environmental justice.

Competency 4: Practice-informed Research & Research-informed Practice
- Use practice experience and theory to inform scientific inquiry & research
- Apply critical thinking to engage in analysis of quantitative & qualitative research methods and research findings
- Use & translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: 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 & 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 constituents
☐ Use empathy, reflection, and other 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 capabilities 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, meditate, and advocate with and on behalf of diverse clients.
☐ 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 interventions and program processes and outcomes.
☐ Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Competency 10: Distinctive to Louisiana College Social Work Program:
Integration of faith and learning
☐ Apply professional values, ethics, and Christian values to professional activities.
☐ Recognize spiritual diversity (spiritual assessment component)

The generalist curriculum, which is the first year of the MSW program, provides students with the basic knowledge, skills, and values necessary for generalist social work practice. The generalist year curriculum, which totals thirty (30) hours, is much like that of a four-year undergraduate BSW program. Students taking the traditional/standard track will take all classes over two years. The generalist curriculum provides instruction in the profession's historical development; diversity; populations-at-risk and social and economic justice; human behavior and the social environment; social work practice; research; policy;

and field education.

The advanced year curriculum builds on the generalist year but with its focus on advanced practice. The advanced curriculum also is designed to allow students to take three (3) elective courses either in the area of healthcare/behavioral health or advanced generalist practice. The field practicum courses during the advanced year allow students to integrate knowledge and skills in the area of specialization chosen through placement in an agency.

3.1.2   Advanced Generalist Practice Area of Specialization:

Competency 1-Demonstrate Ethical and Professional Behavior
Advanced Generalist Practice Social Workers recognize the complexity of ethical dilemmas that present themselves in a variety of practice situations and the need for in-depth analysis using ethical decision-making models to resolve these dilemmas. These advanced generalist practitioners also recognize the importance of supervision, consultation, and working in collaboration with other professionals in order to achieve the best possible outcome for their clients. This not only increases one's professionalism, but also challenges the advanced generalist social worker to evaluate and regulate personal value conflicts that may frequently arise in advanced practice settings. With constant advances in technology, and the need to comply with regulatory bodies and insurance companies in a range of practice settings, the advanced generalist practitioner must adhere to the highest level of standards. This involves informing and educating oneself on current and future changes in local, state, and national policy and laws as it relates to respective settings, and the technological modifications that may follow, all within an ethical framework. In addition, advanced generalist practitioners commit to professional continuing education, both formally through meeting licensing requirements, and informally through personal reading, research, trainings, seminars, professional conferences, and other types of on-going educational offerings, to remain effective and competent. This will also prepare advanced generalist practitioners to provide leadership and supervision in the practice setting. Advanced Generalist Practitioners will:
  □ Use ethical decision-making frameworks/models, the Louisiana Social Work Practice Act, any necessary consultation with the Louisiana State Board of Social Work Examiners, the NASW Code of Ethics, and consultation with social work supervisors or colleagues to resolve complex ethical issues or to conduct ethical evidence-based research in the advanced practice setting.
  □ Practice within the context of supervision, consultation, and interdisciplinary treatment teams to assure quality outcomes for clients.
  □ Use these above-mentioned methods to evaluate one's value conflicts and maintain objectivity with clients.
  □ Maintain the highest level of ethical and professional standards regarding compliance with constantly changing policies and laws, and the corresponding changes in technology
  □ Provide leadership in advanced practice settings as it relates to professional behavior, research, advocacy, and service.

Competency 2-Engage diversity and difference in practice
Advanced generalist social work practitioners recognize how diversity among clients not only affects the quality of the therapeutic relationship, but also the practice approach for clients of various cultures and backgrounds. The assessment process is a vital part of understanding cultural differences and must be ongoing to effectively engage clients.
  □ Conduct ongoing assessment in order to assure appropriate level of service and quality outcomes for a variety of clients and constituencies, understanding that all people have been created in the image of God.

□ Research and apply best practices for diverse client populations with whom one works within the context of a variety of advanced generalist practice settings, using a Christ-centered perspective.
□ Using a Christocentric approach, maintain open communication with the client by enhancing self-determination and the client as the expert on his/her situation.
□ Use appropriate self-disclosure to acknowledge client and practitioner differences rather than ignore them, applying standards that respect the cultural/religious preferences of the client and the practitioner.

Competency 3-Advance human rights and social, economic, and environmental justice
Advanced generalist practitioners frequently encounter individuals facing discrimination and oppression within their communities and the larger facets and institutions of the world in which they live, often including the very facilities and agencies designed to help them. Thus, advanced social work practitioners must understand and strategize as to how to best assist and advocate for these clients at the agency or institutional level, community and state level, and national/global level as well. Advanced generalist social work practitioners, with and on behalf of their clients:
□ Analyze how structural systems may be impacting clients' rights and/or quality of life.
□ Take action with or on behalf of oppressed and marginalized individuals or populations in order to achieve the best possible outcome for the client.
□ Empower clients with knowledge and skills to advocate for themselves within the systems in which they live and function.

Competency 4-Engage in practice-informed research and research-informed practice
It is critical that advanced generalist social work professionals do their diligence in researching best practices to ensure quality outcomes for clients, and to achieve these best practices within the framework and time constraints that are often placed upon these practitioners by insurance companies and regulatory bodies in a variety of practice settings.
□ Use current best practices in the field, with respect to one's practice setting, to inform one's scientific critical analysis of research findings in the field.
□ Critically analyze research findings and identify gaps in literature for further study and potential research.
□ Use current, relevant research to improve practices and ensure ethical delivery of services.

Competency 5-Engage in policy practice
Advanced generalist social work practitioners in a vast array of practice settings understand how policies at the local, state, national, and global level influence the actual delivery of services to clients in these settings. These practitioners apply critical thinking to analyze the effects of social policy and how this impacts the clients with whom they are working. These advanced practitioners engage in informed and skillful policy practice to address key issues on behalf of their clients.
□ Identify and understand policy that impacts delivery of a wide range of services.
□ Critically analyze how different types of policies, such as social and economic, at various levels impact client services in terms of service delivery, accessibility, and the best interest of the client.
□ Use advanced policy practice skills to advocate and change policies that impact clients' well-being and quality of life.

Competency 6-Engage with individuals, families, groups, organizations, & communities
Advanced generalist social work practitioners engage clients and related clients systems (family members, support networks, etc.) from a strengths-based perspective while applying a range of appropriate theories. These social work practitioners use in-depth understanding of these theories to foster the

engagement process, recognizing the importance of various life contexts from which their clients have emerged.

- ☐ Engage with clients and relevant client systems using appropriate strategies from an informed knowledge base drawn from advanced practice knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- ☐ Use advanced practice micro skills to establish effective collaborative relationships within advanced generalist practice settings, taking into consideration diverse clients and constituencies.

Competency 7-Assess individuals, families, groups, organizations, and communities

Advanced generalist practitioners recognize that comprehensive assessment is vitally important for the establishment of intervention goals and selection of appropriate intervention strategies in collaboration with the client(s). Thus, advanced generalist social workers are aware of the on-going process of assessment and how this impacts client outcomes, as well as the importance of the "product" of assessment using a variety of evidence-based tools and assessment techniques that are modified to meet the needs of diverse client groups.

- ☐ Use appropriate assessment tools, methods, and technology, making sure to evaluate and modify these tools as needed in order to assess diverse client populations.
- ☐ Use assessment tools and the results to optimize intervention planning, informed from research knowledge of best practices, and in accordance with client preferences and motivation.
- ☐ Use critical analysis of assessment results, as well as an informed knowledge base of best practices to select appropriate intervention strategies as relevant to the advanced practice settings and in accordance with clients' preferences.

Competency 8-Intervene with individuals, families, groups, organizations, & communities

Social work practitioners in advanced generalist settings strive to empower and maximize client aptitudes with the purpose of improving quality of life. This is accomplished through engaging with clients and constituents at each level of practice, seeking to build healthy communities and equipping clients to improve overall well-being. Social workers in generalist practice areas are knowledgeable about and able to critically analyze and apply evidence-informed interventions and emerging fields of practice. While drawing upon strengths based and person-in-environment perspectives, these practitioners align with the client at the individual, group, family, or community/organizational level in order to ensure mutually agreed upon goals and interventions.

- ☐ Select interventions drawn from advanced practice knowledge of multiple theories, models, and evidence-based interventions.
- ☐ Select interventions that are consistent with client goals and that will promote client engagement with relevant systems, thus enhancing overall client outcome.
- ☐ Provide client centered, as well as family and community based interventions that take into account diverse populations.
- ☐ Collaborate with appropriate interdisciplinary partners to achieve quality practice outcomes for one's clients.
- ☐ Monitor and modify interventions plans as needed to respond to individual, family, and environmental challenges.
- ☐ Facilitate effective transitions and endings that will assist client in maintenance of achieved outcomes.

Competency 9-Evaluate practice with individuals, families, groups, organizations, & communities

Even within the evaluation process, advanced generalist social work practitioners integrate multiple sources of knowledge, including relevant theories and research, input from constituencies, and broader societal trends. These practitioners value the client's role in the evaluation process, and make efforts to include them at every step along the way. Advanced generalist social workers communicate evaluation findings and their broader implications to all constituents and stakeholders involved, while maintaining client confidentiality. Thus, making gains to improve overall quality of treatment and care.

☐ Select and use appropriate methods for evaluation of outcomes, based on advanced knowledge of practice and program evaluation within the relevant practice arena.
☐ Apply pertinent theories and research within the context of evaluation of client outcomes.
☐ Continually collaborate with client and client systems in contribution toward the evaluation process.

☐ Apply critical analysis to evaluate practice and program outcomes.
☐ Communicate evaluation findings to improve practice and program effectiveness
☐ Modify interventions and/or programs of care as a result of evaluation findings, in order to ensure quality client outcomes.

Competency 10-Integration of faith and learning--Distinctive to Louisiana College MSW Program:
Social work practitioners in advanced practice settings have numerous opportunities to integrate Christian values with professional activities, while maintaining appropriate ethical boundaries. These social workers recognize the dignity and worth of the individual and how important the human relationship is to engaging the whole person, mentally, emotionally, physically, and spiritually.

☐ Apply professional values and ethics while integrating Christian values and principles with professional activities in a way that respects the client's background and overall mutually agreed upon client goals.
☐ Recognize spiritual diversity and how this impacts the working relationship as well as the overall outcome.

3.1.3 Healthcare/Behavioral Health Area of Specialization:

Competency 1-Demonstrate Ethical and Professional Behavior
Healthcare/behavioral health social work practitioners recognize the complexity of ethical dilemmas that present themselves in these fields and recognize the need for in-depth analysis using ethical decision-making models to resolve these dilemmas. Social work practitioners in the fields of healthcare/behavioral health also recognize the importance of supervision, consultation, and working with an interdisciplinary treatment team in order to achieve the best possible outcome for their clients. This not only increases one's professionalism, but also challenges the behavioral health/healthcare social worker to evaluate and regulate personal value conflicts that may frequently arise in these particular settings. With constant advances in technology, and the need to comply with regulatory bodies within healthcare/behavioral health settings, the social work practitioner must adhere to the highest level of standards. This involves informing and educating oneself on current and future changes in local, state, and national policy and laws as it relates to respective settings, and the technological modifications that may follow, all within an ethical framework.

☐ Use ethical decision making frameworks/models, the Louisiana Social Work Practice Act, any necessary consultation with the Louisiana State Board of Social Work Examiners, the NASW Code of Ethics, and consultation with social work supervisors or colleagues to resolve complex ethical issues or to conduct ethical evidence-based research in the related specialized field of practice

☐ Practice within the context of supervision, consultation, and interdisciplinary treatment teams to assure quality outcomes for clients.

☐ Use the above stated methods to evaluate one's value conflicts and maintain objectivity with clients.

☐ Maintain the highest level of ethical and professional standards regarding compliance with constantly changing policies and laws, and the corresponding changes in technology

Competency 2-Engage diversity and difference in practice

Social work practitioners in the fields of healthcare/behavioral health recognize how diversity among clients not only affect the quality of the therapeutic relationship, but also the approach to treatment for clients of various cultures and backgrounds. The assessment process is a vital part of understanding cultural differences and must be-ongoing to effectively engage clients.

☐ Conduct ongoing assessment to assure appropriate treatment and quality outcomes for every individual realizing that all people have been created in the image of God

☐ Research and apply best practices for client populations with whom one works within the context of the respective healthcare/behavioral health setting from a Christ-centered position.

☐ Using a faith-based perspective, maintain open communication with the client by enhancing self-determination and the client as the expert on his/her situation.

☐ Use appropriate self-disclosure to acknowledge client and practitioner differences rather than ignore them by using standards that respect the religious preferences of the client and practitioner.

Competency 3-Advance human rights and social, economic, and environmental justice

Social work practitioners in the fields of healthcare/behavioral health frequently encounter individuals facing discrimination and oppression within their communities and the larger facets and institutions of the world in which they live, often including the very facilities and institutions in which they are being treated for their behavioral, mental, or health condition. Thus, social work practitioners must understand and strategize as to how best assist and advocate for these clients at the agency or institutional level, community and state level, and national/global level as well. Thus, healthcare/behavioral health social work practitioners, work with and on behalf of their clients:

☐ Analyze how structural systems may be impacting clients' rights and/or quality of life.

☐ Take action with or on behalf of oppressed and marginalized individuals or populations in order to achieve the best possible outcome for the client.

☐ Empower clients with knowledge and skills to advocate for themselves within the systems in which they live and function.

Competency 4-Engage in practice-informed research and research-informed practice

It is of utmost importance that healthcare/behavioral health social work professionals do their diligence in researching best practices to ensure quality outcomes for clients, and to achieve these best practices within the framework and time constraints that are often placed upon these practitioners by insurance companies and regulatory bodies.

☐ Use current practice in the specialized setting to inform one's scientific critical analysis of research findings in the field.

☐ Critically analyze research findings and identify gaps in literature for further study and potential research.

☐ Use current, relevant research to improve practices and ensure ethical delivery of services.

Competency 5-Engage in policy practice

Social work practitioners in healthcare/behavioral health settings understand how a vast array of policies at the local, state, national, and global level influence the actual delivery of services to clients in these settings. These practitioners apply critical thinking to analyze the effects of social policy and how this impacts the treatment of clients with behavioral health/health issues. Practitioners working in these settings engage in informed and skillful policy practice to address key issues on behalf of their clients.
- □ Identify and understand policy that impacts delivery of healthcare/behavioral health.
- □ Critically analyze how policies at various levels impact client treatment and services received.
- □ Use advanced policy practice skills to advocate and change policies that impact clients' well-being and quality of life.

Competency 6-Engage with individuals, families, groups, organizations, & communities
Healthcare/behavioral health social work practitioners engage their clients and related client systems (family members, doctors, etc.) from a strengths-based perspective while applying a range of appropriate theories. These social work practitioners use in-depth understanding of these theories to foster the engagement process, recognizing the importance of various life contexts from which their clients have emerged.
- □ Engage with clients and relevant client systems using appropriate strategies from an informed knowledge base drawn from advanced practice knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- □ Use advanced practice skills to establish effective therapeutic relationships within the specialized practice settings, taking into consideration diverse clients and constituencies.

Competency 7-Assess individuals, families, groups, organizations, and communities
Social workers in healthcare/behavioral health settings recognize that comprehensive assessment is vitally important for the establishment of treatment goals and intervention in the therapeutic process. Thus, social workers in these specialized areas are aware of the on-going process of assessment and how this impacts client outcomes, as well as the importance of the "product" of assessment using a variety of evidence-based tools and assessment techniques that are modified to meet the needs of diverse client groups.
- □ Use appropriate assessment tools, methods, and technology, making sure to evaluate and modify these tools as needed to assess diverse client populations.
- □ Use assessment tools and the results to optimize treatment planning, informed from research knowledge of best practices, and in accordance with client preferences and motivation.
- □ Use critical analysis of assessment results, as well as an informed knowledge base of best practices to select appropriate intervention strategies as relevant to the specialized settings and in accordance with clients' preferences.

Competency 8-Intervene with individuals, families, groups, organizations, & communities
Social work practitioners in healthcare/behavioral health settings strive to promote wholeness and healing with the purpose of improving overall quality of life. This is accomplished through engaging with clients and constituents at each level of practice, seeking to build healthy communities and empowering clients to manage and improve their health and/or mental health conditions and overall well-being. Social workers in these specialized areas are knowledgeable about and able to critically analyze and apply evidence-informed interventions and emerging fields of practice. While drawing upon strengths based and person-in-environment perspectives, these practitioners align with the client at the individual, group, family, or community/organizational level to ensure mutually agreed upon goals and interventions.

- □ Select interventions drawn from advanced practice knowledge of multiple theories, models, and evidence-based interventions.
- □ Select interventions that are consistent with client goals and that will promote client engagement with relevant systems, thus enhancing the overall therapeutic outcome.
- □ Provide client centered, as well as family and community based interventions that take into account diverse populations.
- □ Collaborate with appropriate interdisciplinary partners to achieve quality practice outcomes for one's clients.
- □ Monitor and modify treatment interventions as needed to respond to individual, family, and environmental challenges.
- □ Facilitate effective transitions and endings that will assist client in maintenance of achieved outcomes.

Competency 9-Evaluate practice with individuals, families, groups, organizations, & communities
Even within the evaluation process, social work practitioners in healthcare/behavioral health integrate multiple sources of knowledge, including relevant theories and research, input from constituencies, and broader societal trends. These practitioners value the client's role in the evaluation process, and make efforts to include them at every step along the way. Healthcare/behavioral health social workers communicate evaluation findings and their broader implications to all constituents and stakeholders involved, while maintaining client confidentiality. Thus, making gains to improve overall quality of treatment and care.
- □ Select and use appropriate methods for evaluation of outcomes, based on advanced knowledge of practice and program evaluation within the specialized practice arena.
- □ Apply pertinent theories and research within the context of evaluation of client outcomes.
- □ Continually collaborate with client and client systems in contribution toward the evaluation process.
- □ Apply critical analysis to evaluate practice and program outcomes.
- □ Communicate evaluation findings to improve practice and program effectiveness
- □ Modify therapeutic interventions and/or programs of care as a result of evaluation findings, in order to ensure quality client outcomes.

Competency 10-Integration of faith and learning--Distinctive to Louisiana College MSW Program:
Social work practitioners in healthcare/behavioral health settings have a unique opportunity to integrate Christian values with professional activities, while maintaining appropriate ethical boundaries. These social workers recognize the dignity and worth of the individual and how important the human "therapeutic" relationship is to treating the whole person, mentally, emotionally, physically, and spiritually.
- □ Apply professional values and ethics while integrating Christian values and principles with professional activities in a way that respects the client's background and overall mutually agreed upon client goals.
- □ Recognize spiritual diversity and how this impacts the overall process of healing.

The suggested curriculum map for the MSW Program for either Healthcare/Behavioral Health or Advanced Generalist Specialization:

Curriculum Overview	
Foundation Year	
Fall (15 hours)	Spring (15 hours)
SW505 Practice I: Individuals & Families	SW506 Practice II: Group
SW519 Human Behavior & Social Environment	SW525 Child Welfare
SW501 Social Work & Social Welfare	SW549 Policy: Practice & Analysis
SW533 Research Methods in Social Work	SW 510 Social Work Practice III: Communities/Org.
SW550 Field Practicum I	SW551 Field Practicum II
Advanced Year	
Fall (15 hours)	Spring (15 hours)
SW613 Ethics & Advanced Practice	SW651 Field Practicum IV
SW606 Advanced Clinical Practice: Theories, Models & Interventions	SW605 Advanced Clinical Practice:
SW650 Field Practicum III	2 elective courses (health care/behavior health or advanced generalist specialization)
SW600 Understanding Mental Illness & the DSM 5	SW633 Practice & Program Evaluation
Elective (healthcare/behavior health or advanced generalist specialization)	

The Healthcare/Behavioral Health Concentration would require nine (9) hours of selected elective courses and both advanced year field practicums in healthcare/behavioral health agency settings. The Advanced Generalist Practice Concentration would require nine (9) hours of elective courses of the students' choosing and both advanced year field practicums agencies with advanced generalist level tasks/responsibilities.

The MSW curriculum chart below serves as a guide for both traditional 60-hour students as well as advanced standing students who are entering the program after completion of an accredited BSW program. It also serves as a guide for either option being pursued on a part-time basis.

Semester	Full-time	3-4 Year Part-time	Advanced Standing	Advanced Standing Part-time
Fall-1st Semester	SW501 SW & Social Welfare SW519 HBSE SW505 Practice I SW533 Research SW550 Field I	SW501 SW & Social Welfare SW519 HBSE SW533 Research	SW600 Underst. DSM-5 SW606 Adv. Clin. Theories… SW613 Ethics SW650 Field III Elective	SW600 Underst. DSM-5 SW613 Ethics
Spring- 2nd Semester	SW506 Practice II SW549 Policy SW525 Child Welfare SW510 Practice III SW551 Field II	SW549 Policy SW525 Child Welfare SW505 Practice I	SW605 Adv. Clin. Prac SW633 Practice & Program Eval. SW651 Field IV 2 Elective Courses	SW606 Adv. Clin. Theories… SW605 Adv. Clin. Prac
Fall-3rd Semester	SW600 Underst. DSM-5 SW606 Adv. Clin. Theories… SW613 Ethics SW650 Field III Elective Course	SW506 Practice I! SW550 Field I SW600 Underst. DSM-5 SW606 Adv. Practice Theories…		SW633 Practice & Program Eval. SW650 Field III Elective Course
Spring- 4th Semester	SW605 Adv. Clin. Prac SW633 Practice & Program Eval. SW651 Field IV 2 Elective Courses	SW510 Practice III SW551 Field II SW613 Ethics		SW651 Field IV 2 Elective Courses
Fall-5th Semester		SW 605 Adv. Clin. Prac. SW650 Field III Elective Course Elective Course		
Spring- 6th Semester		SW633 Practice & Program Eval Elective Course SW651 Field IV		

3.2   Foundation Courses & Descriptions

SW 501: Social Work and Social Welfare-examines the history, values, and evolution of the social work profession. This course entails a survey of the field of social welfare, history of the development of social services in the United States, analysis of the need for social services in contemporary American society, social work functions, and career opportunities.

SW 505 Social Work Practice I: Individuals & Families introduces the student to practice theories and skills specifically with individuals and families. Engagement, assessment, planning and intervention are emphasized and practiced.

SW 506 Practice II: Groups. Emphasis is placed on introduction to practice theories and skills with groups including types of groups, development of groups and ethical issues involved.

SW 510 Practice III: Understanding and Working with Communities and Organizations is the third practice course of the generalist year and focuses on macro level practice with communities and organizations. Introduction to practice theories and skills will be emphasized.

SW 519: Human Behavior and the Social Environment. This course explores the many theoretical frameworks and research as it relates to human behavior and the social environment. The systems which influence human behavior throughout the lifespan (individuals, families, groups, communities and organizations) will be examined with special emphasis on human diversity. This course will examine micro, mezzo, and macro issues across the life course from birth to late adulthood.

SW 525: Understanding Child Welfare. This course is designed to thoroughly explore the area of child welfare including the historical, theoretical and practice perspectives, trauma informed care, child welfare practice settings, and services that support the family. Attention is especially given to the diversity of families and societal problems that impact child abuse and neglect issues.

SW 533: Research Methods in Social Work will involve completing a qualitative and/or quantitative research proposal to provide an understanding of a scientific, analytic, and ethical approach to building knowledge for social work practice. The content will prepare students to develop, use and effectively communicate empirically based knowledge. Research knowledge is used by students to provide efficient and effective services; to promote change; to improve or modify practice, policy and delivery of social services; and to evaluate their own practice.

SW 549: Policy: Practice and Analysis examines policy practice with emphasis on formulation of social welfare policy. Students will understand how to analyze major social welfare policies as well as learn how to advocate for populations at risk. Students will examine ethical issues of policy making and policy implementation. Students will be encouraged to think critically about the role of politics and policy in the delivery and sustenance of human rights and social and economic justice.

SW 550: Field Practicum I. The field practicum courses are considered the signature pedagogy of the LC Master of Social Work Program. Students' progress through the practicum courses in order, with completion of each being a prerequisite for the next. Field Practicums I and II include supervised field experience totaling 466 hours in an approved internship agency setting (233 hours per semester). Primary focus is on generalist social work with individuals and families, groups, communities, and organizations, as applied to a wide variety of practice settings.   The Field Practicums allow students to integrate and

practice the classroom knowledge, values, and skills learned in a supervised, instructional, environment in which the student can gain feedback and grow in their identity as a professional social worker. Students will demonstrate proficiency in competency practice behaviors measured by supervisor evaluations of student's progress toward goals and tasks set forth in the student's learning plan. The focus in on application of foundation knowledge, skills, values, and ethics to practice in working with the client, community, and organizational systems.

SW 551: Field Practicum II builds upon the foundation established in Field Practicum I, and enhances the student's ability to engage in evidenced based research and practice approaches, as well as increased skill in advocacy and policy practice. As stated above, students would complete supervised field experience hours totaling 233.

3.3   Advanced Year Courses & Descriptions

SW 600: Understanding Mental Illness and the DSM-5 will examine the differential diagnosis of mental disorders. Etiology, prevalence, predisposing factors, assessment, and treatment of mental disorders will be studied.

SW 605: Advanced Clinical Practice will examine and emphasize more specialized knowledge and skills for advanced clinical social work practice with individuals, families and groups. Assessment tools and skills as well as evidence-based interventions will be strongly presented in this course. Issues such as advocacy, professional identity and the social worker's role will be reviewed.

SW 606: Advanced Clinical Practice Theories, Models, and Interventions will build on the skills, knowledge, and values of the previous advanced clinical practice course, practicum experience, and generalist year theory base. Through this hands-on course students will deepen their knowledge of integrated clinical practice in a particular area of emphasis relevant to the client population served through their field practicum. This course covers multiple practice theories, models of practice, and evidence based practice interventions that are currently used in field with diverse clients.

SW 613: Ethics and Advanced Practice is designed to help students thoroughly understand and integrate through application of the NASW Code of Ethics into their field experience, academic experience, and professional experience upon graduation. Emphasis will be placed ethical decision making in relation to contemporary social work and social welfare issues/dilemmas.

SW 633: Practice and Program Evaluation will provide the student with in-depth knowledge of theoretical and practical approaches to evaluating programs and practice. The student will gain a stronger understanding of program planning and development as well as how to monitor practice and programs.

SW 650 & 651 Field Practicum III & Field Practicum IV are the signature pedagogy of the LC Master of Social Work Program. Students' progress through the practicum courses in order, with completion of each being a prerequisite for the next. Field Practicums III & IV build upon the generalist year field practicums and reinforce the integration of academic content with direct client practice in a chosen concentration or advanced generalist internship setting. In particular, the Advanced Clinical Practice Courses directly integrate several assignments which are to be implemented in the field practicum setting. Both advanced field practicum courses more fully develop and deepen students' ability to understand and integrate theoretical perspectives and models and evidence-based interventions into direct supervised practice with diverse client populations in a broad range human service settings. Field Practicums III and IV include supervised field experience totaling 466 hours in an approved internship agency setting (233 hours per semester). Students in the advanced year Field Practicum courses continue to demonstrate proficiency

in and work toward mastery of CSWE competencies and practice behaviors. Students are evaluated twice each semester by the Field Supervisor to assess progress toward goals and tasks set forth in the student's learning plan and to measure attainment of each competency and corresponding practice behaviors.

3.4   Elective Curriculum

Throughout the advanced/second year, students will have the opportunity to take three (3) elective courses that relate to their chosen concentration.   These courses have either healthcare/behavioral health or advanced generalist practice as the main content.   Either concentration will include nine (9) hours of electives pertaining to healthcare/behavioral health or advanced generalist practice as well as Field Practicums III and IV would have to be done in a setting related to the chosen area.

SW 620: Crisis Intervention is an advanced elective course that will examine different types of crisis and approaches to crisis intervention within professional practice in a variety of healthcare/behavioral health settings with all population groups. This course builds on generalist content about crisis intervention presented in Practice I, II, III and Human Behavior in the Social Environment I & II as well as the content in the DSM-5 course.

SW 621: Social Work and Gerontology explores the many theoretical frameworks and research as it relates to gerontology, especially in the macro system. Likewise, examination of the systems, which influence gerontology, and the factors that can influence practice for the MSW Generalist practitioners will be studied.

SW 625: Grief and Loss: Theories and Skills for the Social Work Professional which will equip the graduate student and future professional social work practitioner with specialized knowledge and skills to effectively engage individuals, families, groups, organizations, and communities that have experienced a variety of losses and co-occurring grief reactions. This course emphasizes understanding the dynamics of multiple theories of loss and grief as well individual and group treatment approaches and interventions as they apply across the lifespan. Special attention will be given to cultural and spiritual influences, including the significant role of faith communities and religiously affiliated providers in response to loss and grief. Strategies to address the specific grieving needs of members of vulnerable populations will be explored. Students will explore their own responses to loss and grief and how those impact their responses to others, and they will also learn skills and strategies to address the effects of vicarious trauma on helping professionals.

SW 628:   Social Work in Rural Communities: This course is designed to familiarize students with issues unique to rural and remote communities and to prepare students for generalist social work practice in rural areas. Strengths inherent in all individuals, families and communities will be emphasized and used as a generalist problem solving method covered in this course. This will also include relevant social work theory and how to apply such towards practice.

SW 630: Advanced Clinical Social Work: Integrated Healthcare defines a social worker's role in the primary care setting. It focuses its content on the building of knowledge and skills in behavioral health care within the primary care setting. The course introduces the idea of the integrated healthcare team necessary to working with chronic, co-morbid disorders and conditions. This course builds on the content in the DSM-5 course.

SW 632: Forensic Social Work: This course explores the intersection of human rights, social work, public health, and the legal system. The various diverse populations expressed within most forensic societies often lack access to type of quality psychosocial care and service that forensic social workers may bring to bear. These populations and the forensic and legal atmospheres in which they cohabitate will be studied and discussed along with possible integrations of micro, mezzo, and macro psychosocial practices and skills.

SW 635: School Social Work: This course provides the student with the opportunity to investigate many aspects within the context of the public school setting including the role of the school social worker within the parameters of governmental regulations and as a member of the professional team.

SW 638: Human Services Management/Supervision This course provides advanced generalist students a focus on human service organizations and their managerial functions. Students develop the analytical and interpersonal skills necessary for program planning and management, and gain an understanding of the politics of planning in an organizational, inter-organizational, and community context. Students have the opportunity to practice problem formulation and program planning related to their field placements.

3.5   Enrollment Options

According to the Louisiana College Graduate Catalog, "All students pursuing the graduate degree must complete the required work within five (5) years after enrolling in Louisiana College graduate programs. Credit may not be allowed for any course taken prior to five years before graduation." Students have the option of a one-year, two-year, three-year, or four-year plan of study.

3.5.1   Two Year Plan of Study

Two-year plan. Within the two-year (full-time) plan of study for the MSW degree, students take fifteen (15) credit hours per semester. Anything less than completing thirty (30) credit hours in the first year of MSW program will prevent a student from completing the program within two years.   Part-time enrollment requires completion of the program in three (3) to four (4) years.

3.5.2   Advanced Standing

Advanced Standing Full-time Study-A student in advanced standing full-time will take fifteen (15) credit hours each semester for a total of thirty (30) hours in order to graduate in one year.   The Part-time Option will lead to completion of advanced standing in two years.

3.6   Advisement

All MSW students are assigned an academic advisor who is a member of the faculty. The MSW Program Director will be responsible for coordinating this. Initial advising for new students will be conducted during the program orientation which occurs prior to the beginning of the fall and spring semesters. Once assigned an advisor, the student will make the advisor the first point of contact for advising/registration (add/drop, withdrawals, etc.). The Social Work Program faculty provides professional/academic advising. During the advisement period prior to pre-registration each semester as determined by the Registrar's office, each student will correspond (phone, email or visit) with their academic advisor to discuss their academic plan as well as their professional plan. This will also be the time to discuss a change in

enrollment status.

A file is kept for each student in the MSW Program office. To ensure each student is advised by his or her appointed advisor, the Louisiana College Computer system will not allow any student to pre-register/register without clearance from their advisor granting permission online. In addition to the advising time, any student who desires to meet with their advisor or other social work faculty need only make an appointment by phone, email or by stopping by faculty member's office to see of their availability. Office hours of faculty are printed in syllabi, posted in Canvas for each course, and posted on professor's office door.

3.7   Faculty Office Hours and Contact Information

Faculty office hours and contact information are posted on the professor's door, printed in the course syllabi, and located on Canvas in each course.

3.8   Field Education

In-depth policies and information related to Field Education are available in the MSW Field Practicum Handbook which is distributed to the student prior to their first practicum. This is generally completed during the Field Orientation.

3.9   Good Standing

To remain in good standing in the MSW Program several requirements must be met. Students are expected to maintain at least a 3.0 GPA for their MSW coursework. According to the Louisiana College Graduate Catalog, 'If student's GPA falls below the required 3.0, the student will be placed on academic probation and given one semester to remedy the situation. Only two (2) grades of "C" may be applied toward the completion of any master's degree program. In addition, earning a grade of "D" or "F" in any graduate course will result in automatic graduate program suspension.' Additionally, students are to communicate in a respectful and professional manner; as well as abide by the college's code of conduct and NASW Code of Ethics.

IV.   MSW Student Policies/Procedures & Rights/Responsibilities

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4.1   Response to COVID-19

Louisiana College is making every effort to take precautions in light of COVID-19. Additionally, the MSW Program is prepared to work with students in the eventuality they are quarantined due to exposure to or testing positive for COVID-19. In such cases, the program will work to LiveStream its classes and the student will be expected to attend the scheduled courses through this medium. Professors will work with each student concerning assignments, exams, etc. For more information, please refer to the following link: https://lacollege.edu/covid-19/

4.2   Communication

The official way the college communicates with you is through your assigned LC email address. You are responsible for knowing and using this email address.

Students are expected to keep their contact information current with the College Registrar and the administration of the MSW Program.

4.3   Family Education Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records or information contained therein. In compliance with the Family Educational Rights and Privacy Act (FERPA) and Louisiana College's policy on the Disclosure of Educational Records, a student may grant the College the right to release confidential information such as grades, academic progress reports, class attendance records, financial aid, disciplinary actions, financial account information, to parent(s)/guardian(s)/spouse by completion of the "Student Consent to Release Confidential Information Form." The release does not apply to information such as counseling and health records. A separate release is required to release or discuss health and counseling information. Authorization for release of other confidential information is valid as long as the student is enrolled at Louisiana College or until a written statement from the student cancels the request to release confidential information.

Disclosure of Educational Records
Louisiana College will disclose information from a student's educational records only with the written consent of the student except in certain legally permissible situations, i.e., to college officials who have a legitimate educational interest in the records, to certain government or other public officials, and to parents of an eligible student who claim the student as a dependent for income tax purposes. However, information designated by Louisiana College for directory purposes, or the results of any disciplinary proceeding conducted by the College alleging a sex offense of the accused may be released without the student's consent. Otherwise, to release information, the student must complete and sign a Student Consent to Release Confidential Information Form authorizing the release of confidential information. The form must be submitted in person to: Office of the Registrar, Alexandria Hall, Room 145 and/or Office of Student Development, Hixson Student Center, Room 214.

Directory Information
Louisiana College designates the following items as Directory Information: student name, address, telephone number, email address, date and place of birth, major field of study, participation in officially

recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards/honors received, full or part-time enrollment status, most recent previous school attended, and photographs. The College may disclose any of those items without prior written consent, unless the student completes and submits to the Registrar's Office the Request to Prevent Disclosure of Directory Information Form within the first two weeks of classes each semester.

Parental Disclosures without Written Consent

Under FERPA, when a student turns 18 years of age or enrolls at a postsecondary institution at any age, all parental FERPA rights are transferred to the student. However, FERPA does provide for some information to be shared by schools with parents or legal guardians without the student's consent. Examples are: (1) disclosure of educational records if the student is a dependent for income tax purposes. This would apply to a student who was a dependent for the most recent tax year; (2) disclosure of educational records if a health or safety emergency involves their student; or (3) if the student is under age 21 and has violated any law or policy concerning the use or possession of alcohol or a controlled substance. Parents should discuss their intentions to obtain confidential information with their student whenever feasible.

4.4   General Admission Requirements

Graduate admission and readmission decisions are made by the Graduate Council based on a variety of factors including, but not limited to: academic records, scores on standardized tests, an analysis of the application for admission, prior enrollments, lapses in enrollment, relevant character or conduct records, and other criteria as may be relevant. Louisiana College seeks to admit students whose academic preparation and background, personal characteristics, behavior, conduct, and cooperative spirit indicate that they would profit from and contribute positively to the life of a Christian university community.

Even though one may be accepted as a graduate student, the applicant may be required to take additional undergraduate courses if lacking any of the undergraduate prerequisites. International students may need to meet additional requirements. Satisfaction of the specified prerequisites does not guarantee an applicant's admission to graduate study at Louisiana College. In evaluating applicants, the College will make an effort to consider all relevant aspects of the applicant's record and suitability for graduate study at Louisiana College.

Louisiana College reserves the right to deny admission to any applicant without assigning reason and to reject any applicant, rescind admission, or discontinue a student's continue enrollment if (a) between the date of an application and the start of classes there is a change in the condition or status of any information provided by the applicant that would have been a basis for denying the application when it was reviewed by the Graduate Council or (b) any information provided by an applicant proves to be untrue at the time of its submission.

Some programs have exceptions or other expectations in addition to the above general admission requirements. The applicant must meet any additional requirements as put forth by the respective graduate degree programs.

4.5   MSW Provisional Status Admission

Most students admitted to the Master of Social Work Program are given the status of full acceptance upon their admission. Occasionally, students may be admitted under "Provisional" status. This means

that certain conditions (e.g. GPA must be 3.0 or above) must be met within a specified time period (generally in one semester). If provisional students do not meet the specified conditions by the time period indicated, they will not be allowed to continue in the MSW Program, unless the MSW Program Director and the Graduate Council approve an appeal made by the student to continue taking courses.

Full-time students who are admitted to the MSW Program with "Provisional" status have one semester to demonstrate satisfactory academic performance. Part-time students admitted provisionally must demonstrate satisfactory academic performance by the end of their second semester of enrollment. During "provisional" status, a student may be required, or recommended, to take a reduction in course hours (six (6) hours) per semester. In addition, student cannot enter field practicum until the student has satisfactorily met academic performance requirements.

4.6   Statement of Nondiscrimination

Louisiana College complies with all applicable federal and state nondiscrimination laws, and does not engage in prohibited discrimination on the basis of race, color, national or ethnic origin, sex, age, genetic information, veteran status, or disability in admissions and employment. As a religiously affiliated university, Louisiana College is exempt from certain provisions of some nondiscrimination laws.

4.7   Transfer Credit

Per the LC Graduate Catalog, "Louisiana College recognizes that appropriate graduate-level courses completed at other accredited institutions may be acceptable for credit. Students must submit course descriptions, a syllabus, and a Course Evaluation Request Form to petition the head of the graduate program for graduate credit to be transferred. Transfer credit must be submitted with the application, reviewed, and accepted by the division chair, major professor, and/or the dean of the graduate school within the first term of enrollment. Students are limited to six (6) hours of transfer credit. However, students may write a letter of appeal to the Dean of the school or program and petition the Graduate Council to accept up to three (3) additional hours. Once admitted to the LC graduate program, students may not take graduate courses elsewhere.

In order to determine if work completed at other institutions is commensurate with the requirements of the respective graduate program, the following criteria will be employed:

1.   Transfer courses must be appropriate for the degree program and have commensurate academic content and learning outcomes to the course being substituted.
2.   Even when prior coursework is deemed satisfactory, the head of the program reserves the right to evaluate student competency through examination when such evaluation is deemed necessary.
3.   All transfer credit must have earned a grade of "B" or better.
4.   The student must be in good standing with the institution at which the courses were completed.
5.   Transfer credit will only be evaluated if a student has followed all the guidelines outlined in this policy."

4.8   Life Experience

Academic credit is not given in any social work course for a student's life experience or previous work experience.

4.9   Registration

- Go to the college website: www.lacollege.edu
- Click on **MyLC** tab at top of the page to be directed to your portal page
- Put in **Student ID** and **Password**
- Click **REGISTRATION** tab
- Click **GRADUATE REGISTRATION** on the left-hand side
- Click **ADD/DROP COURSES**
- Choose the **TERM** from the drop-down menu
- Type in the course number(s)-for example SW 501A

> --If pursuing advanced standing (1 year/30 hour option), please register for 600 level courses only. These courses will include SW 600, SW 605, SW 606, SW 613, SW 633 and three electives along with field courses SW 650 or SW 651. For Advanced Generalist Practice electives, you may choose either SW 620, 625, 632, 635, or 638. For Healthcare/Behavioral Health electives you may choose SW 620, SW 625, SW 630 or SW638.
>
> --If pursuing the traditional (2 year/60 hour option), please register for 500 level courses only. These courses include SW 501, SW 505, SW 506, SW 510, SW 519, SW 525, SW 533, SW 549 along with field course, SW 550 or SW 551.
>
> **--NOTE: Part-time students will not be eligible to register for SW 550 (field course) until course work criteria has been met.**
>
> - When finished click on **ADD COURSE(S)**

- Once schedule is entered and you want to delete a class, click delete box where classes are listed.
- TEL/WEB status has to match classification for student to register—-your TEL/WEB status should read GR
- Remember registration is not complete until finalize with Business Office.

4.10   Change in Registration (Drop/Add) Policy

The Louisiana College MSW Program follows the policy as they are written in the Graduate Catalog. After the second full week of classes in a fall or spring term, students will be administratively dropped from those classes for which they are registered but not attending.

A course that is dropped officially before the end of the add/drop period will not be entered on the student's permanent record. The official add and drop date for each term is published in the College calendar and class schedule. After that official date, students are not permitted to enroll in class unless extenuating circumstances prevented the student from enrolling. Special permission may be granted after consultation with the dean and/or division chair, the Registrar, and the Vice President for Academic Affairs.

After the official drop date, students may not drop a course without receiving a "W," "WP" or "WF."

Students who withdraw from a course after the end of late registration through the sixth week of the regular semester will receive a "W." Students who withdraw after the sixth week can receive a "WP" if they have a "C" or better average and will receive a "WF" if failing (below a "C" average) at the time of withdrawal. A grade of "WF" has the same effect as an "F" on GPA calculations. A grade of "F" is given when one simply drops out of a course without following the procedure for dropping it officially.

4.11   Changing Enrollment Status

Any change in enrollment status (part-time to full-time or full-time to part-time) will change the length of time required to complete the degree.

4.12   Withdrawal Policy
The MSW Program will follow the policy of the college which is found in the Graduate Catalog, which states the following, "No withdrawal is official unless it is made through the Office of Academic Affairs, the Registrar's Office, and the Business Office. The resignation process will be complete once the resignation form is presented to and signed by the Vice President for Academic Affairs. Refunds will be calculated as of the date the resignation process began as noted on the resignation form. Students who feel they have extenuating circumstances such as personal injury, death of a family member, illness, etc., may file an appeal with the Office of the Vice President for Business Affairs. Appeal forms are available in the Financial Aid Office or online. Enrollment at Louisiana College represents a contractual commitment by the student to fulfill all financial obligations (including repayment of financial aid) to the College regardless of when the student may cease to be enrolled."

4.13   Academic Integrity

Because the primary purpose of Louisiana College is to be a community of learning and free inquiry and because the College seeks to create an environment that encourages the development of moral and ethical values, the College places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense.

Academic dishonesty violates the bonds of intellectual, spiritual, and moral principles foundational to all knowledge. Furthermore, academic dishonesty may defraud those who eventually will depend upon the integrity of learning and scholarship. Academic integrity, therefore, must be the concern and the responsibility of all members of the college community students, faculty, staff, and administrators.

Academic integrity violations (Academic Dishonesty) encompass any acts that comprise or subvert the integrity of the educational or research process. These offenses include, but are not limited to plagiarism, misrepresentation, fabrication, cheating, stealing, impeding fair and equal access to the educational and research process, and misrepresenting or misusing one's relationship with the College.

Students who evidence an unwillingness or inability to conduct themselves in accord with College standards and any other rules and regulations of the College, either on or off the campus, shall be subject to disciplinary action. Disciplinary expulsion, suspension, and probation may become a part of the permanent record.

All undergraduate students, graduate students, and students enrolled in distance education courses and programs must comply with the institutional policies governing academic and nonacademic conduct as outlined in the current issue of the Louisiana College Student Handbook. A copy of the handbook is available on the College website.

In addition, the social work profession promotes a Code of Ethics that serves as a valuable guideline. One of the main ethical principles is to act with integrity. As such several standards address the issue. Standard 4.04 specifically states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception." It also states in Standard 4.08b, "Social workers should honestly acknowledge the work of and the contributions made by others."

4.14   Grades

Louisiana College employs a 7-point grading system with the standard marks, "A," "B," "C," "D" and "F". A WIP designates a work-in-progress during the semester, but is not recognized as a grade. Additional considerations of importance are as follows:
- A (superior in quality or excellent)
- B (given for work which is consistently good and which manifests sufficient interest, effort, or originality to lift it beyond average)
- C (minimal work and shows that basic requirements in class assignments have been met, but is not considered standard work for graduate students)
- D (earns no credit and is below the standard required for graduation)
- F (indicates failure and carries no credit)
- A grade of D or F in any graduate-level course will suspend the student from the degree program. Students who want to continue in the degree program may appeal to the dean of the program and the Graduate Council.
- FA indicates that the student failed the course due to excessive absences.
- F* indicates an administrative F if an instructor fails to submit a final grade. See "Submitting Final Grades" for the complete policy.

Students who withdraw from a course after the end of late registration through the sixth week of the regular semester will receive a "W." Students who withdraw after the sixth week can receive a "WP" if they have a "C" or better average and will receive a "WF" if failing (below a "C" average) at the time of withdrawal. A grade of "WF" has the same effect as an "F" on GPA calculations.

4.15   Academic Probation and Suspension

When a student's GPA drops below 3.0, the student is placed on academic probation. The Registrar's Office will notify student about placement. During probation, the student has one semester to improve the GPA back to the required 3.0. Students on academic probation may not improve their GPA by taking courses at other institutions. In cases in which student needs to repeat a course and the course is not offered until the following semester, the student will remain on probation until student is able to repeat the course. If the student is successful in regaining a 3.0, the student will be back in good standing. However, if the student is unsuccessful or if a student makes a "D" or "F," the student will be placed on academic suspension. The student must appeal to the Graduate Council to be readmitted to the program. If the appeal is granted and the student is readmitted, the student is placed on probational status for one semester. After one semester, if the student's GPA has not reached the required 3.0, the student may appeal to remain in the program. However, a student is only allowed to go through the appeal process a total of two times.

Policies concerning termination and suspension state the following: After admission to the program,

reasons for a student to be terminated or suspended may include the following:

- Failure to maintain the 3.0 GPA required for graduate courses and/or earning more than two 'Cs' grades.
- Earning a grade of "D" or "F" in any graduate course will result in automatic graduate program suspension
- Violation of any aspect of the college policy on academic integrity.
- Failure to abide by the values and ethics of the NASW Code of Ethics and the Christian principles and values of the college/MSW Program Mission Statement.
- Termination of student's enrollment at Louisiana College.
- Behavioral issues that would impair the student's ability to provide quality services to clients according to the professional judgment of the MSW Program Director and/or faculty
- Failure to complete the field practicum on an approved schedule with the Field Education Director.
- Providing false/misleading information in the application process.

If there are concerns related to terminating a student from the MSW Program at Louisiana College which is a rare occurrence, the program director, the field education director, and other social work faculty members will meet with the student to discuss the concerns prior to making a final decision.

Students wishing to appeal the social work faculty's decision regarding termination or suspension from the program or in relation to a grade should follow the academic complaint procedures found in the <u>LC Student Handbook</u>, and the <u>Louisiana College Graduate Catalog</u>. Students placed on academic suspension who want to continue in the degree program may appeal to the MSW Program Director and the Graduate Council. The student must submit a letter of appeal to the MSW Program Director at least three weeks prior to the start date of the next semester addressing the circumstances that resulted in suspension, explaining any changes, and requesting reinstatement. The MSW Program Director will submit the appeal letter to the Graduate Council for consideration. In such cases, the decision of the Graduate Council regarding readmission will be final.

4.16   Sexual Harassment

"Louisiana College is committed to responsibly investigating all discrimination and harassment as outlined by Title IX." "The College will not tolerate sexual harassment of its students and will investigate all allegations of sexual harassment" (LC Student Handbook).   Students in field have a safety policy to follow as outlined in the field manual. They are to be aware of and inform themselves with the field agency's sexual harassment policy. See the Louisiana College Graduate Catalog for further information.

4.17   Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Louisiana College does not discriminate on the basis of disabilities in the operation of its programs. No student, considered to be disabled, shall be subjected to discrimination or excluded from the participation in the MSW program. A student with a disability is protected by the Americans with Disabilities Act and eligible for reasonable accommodation to provide an equal opportunity to meet academic criteria. Classrooms, residence halls, auditoriums, and other public facilities provide accessibility or alternate

locations and services for persons with physical impairments. Following acceptance for admission, a student who has a physical and/or learning disability that qualifies under Section 504 of the Rehabilitation Act and who desires modifications or accommodations should contact the Director of the Student Success Center for information and guidance (487-7629). This voluntary notification is helpful in planning and arranging suitable accommodations and assuring satisfactory adjustments to the campus environment. Documentation must be provided from the Office of Disabilities for accommodation needs to be met.

All students are measured by the same academic standards. Those students who have greater needs may choose to enroll in the Student Success Program Through this program, extensive individualized tutoring is arranged. Assistance is provided with note taking, study skills, time management, research, paper writing, etc. Tapes and electronic copies of texts are available. Test accommodations can be arranged, e.g., within a distraction free environment or with extended time. There is an additional tuition fee for enrollment in the Student Success Program. For more information, contact the director of the Student Success Center.

4.18   Standards of Professional Conduct

There are standards of professional conduct that Louisiana College, the MSW program, and CSWE expect from all students. There are certain requirements that a student must possess to provide the school with assurance that students can complete the course of study and participate in all aspects of social work education and the profession of social work. Students in the program are expected to meet standards of behavior in the classroom and in the field. These standards will be part of ongoing evaluations during student's classroom and practicum performance.

1. Professional Commitment and Career-Long Learning: The social work student shares a commitment to the values of social work. The social work student is knowledgeable about and adheres to the NASW Code of Ethics and LABSWE Standards of Practice. The student is willing to continue their professional development through continuing education and staying relevant to the most current evidence-based best practices in the field of social work. Social work student will be willing to research and present findings in agencies and continuing education opportunities.
2. Professional Behavior: The social work student will behave professionally by knowing and practicing within the scope of social work, adhering to the NASW Code of Ethics and the LABSWE Standards of Conduct as found in the LABSWE standards of practice and expected to adhere to the Christian values and standards set forth by the Baptist Faith and Message. The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner. They will demonstrate respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form.
3. Dress: The social work student will be expected to dress in the same professional attire as the agency employees. Students must follow the policies of the college and the agency regarding appearance such as professional dress, tattoos, or body piercings.
4. Self- awareness: The social work student is willing to examine and change his/ her behavior when it interferes with his/her working with clients and other professionals. They are willing to take in constructive criticism for growth in their professional experience. They understand that this is an ongoing process for professional growth. The social work student is aware of signs of stress, develops appropriate means of self-care and seeks supportive resources if needed.
5. Valuing Diversity: The social work student appreciates and upholds the value of human life, worth, and diversity. Social work students do not impose their personal, religious, sexual, and or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing

to serve in an appropriate manner all persons in need of assistance.

4.19   Student Files

Student files are the property of the MSW Program, School of Human Behavior. Students may examine their own student file with the MSW Program Director by requesting an appointment with the MSW Program Director. No information can be removed from the student file.

4.20   Louisiana College Technology Systems and Social Media Policy

Louisiana College technology systems (including: computers, printers, network equipment, software, e-mail accounts, Web pages, video projection systems, telephones, long distance accounts) are provided for the use of Louisiana College students and employees. All technology systems must be used in a responsible, efficient, ethical, and lawful manner. The use of technology systems is a privilege, not a right, and may be revoked at any time for misuse. Although virtual communities are an excellent way to communicate with old friends and make new acquaintances, students are wise to always be aware that cyber communities have world-wide access and are considered public domain. Students are encouraged to be cautious about internet and social media postings. Defamatory, inflammatory, indecent, vengeful or immoral information or images posted online may result in disciplinary action by the College, and endanger opportunities for future employment. Students are encouraged to stop and think before they post information or pictures online. Online defamatory remarks about the College or officials of the College are considered unethical, dishonest, and disrespectful. These may also result in disciplinary actions by the College or rejection by future employers.

COMPUTER USE

The College's computing and telecommunications equipment and facilities are provided for the use of students, faculty, and staff in fulfilling the mission of the College. All College computing and telecommunication equipment and facilities are the sole property of the College, and no student, faculty member, or staff member has any expectation of privacy on any College equipment or network. The College has the right to monitor, record, audit, and investigate any use of the College's computers, electronic devices, printers, network equipment, software, Web pages, video projection systems, telephones, long distance accounts, equipment, network, telecommunications facilities, any emails sent through the College's systems or network, or other College or College provided technological facilities, equipment and accounts for any purpose, including to determine whether the College's facilities are being misused or abused. Computer misuse or abuse includes, but is not limited to, plagiarism of programs, misuse of computer accounts, unauthorized destruction or changing of files, creation of illegal accounts, possession of unauthorized passwords, unauthorized use of programs, illegal copying of programs, disruptive or annoying behavior on the computer, use of technology in connection with any violation of a College policy, using facilities to read or "hack" into other computer systems, accessing or transmitting any pornographic or obscene materials, sending emails that defame the College, transmitting or accessing materials in violation of copyright law, inappropriately or illegally sharing confidential information, use of computer facilities or equipment for any purpose contrary to the mission or stated policies of the College, and any illegal or morally inappropriate use of computer facilities or equipment.

Students, faculty members, and staff members should realize that their communications and stored data and information are not automatically protected from viewing by College officials and representatives, and may be accessed for any reason as determined in the sole discretion of the College. At any time and

without prior notice, the College's administration reserves the right to examine email, personal file directories, College computers, devices, and other equipment, and any information stored on College servers. This examination assures compliance with internal policies, supports the performance of internal investigations, and assists with the management of the College's resources. The College also reserves the right to demand and recover College computers and to view information on computers or other equipment connected to any College network or server.

Complaints against any student, faculty, or staff member for violation of the Computer Use Policy will be referred to the Dean of Students or appropriate Vice-President for consideration and appropriate resolution.

1.   Fraudulent, Harassing, Offensive, Obscene, or Defamatory Messages and Materials. Fraudulent, harassing, offensive, obscene, vengeful or defamatory messages or materials are not to be sent, printed, displayed, or stored on College-owned or operated equipment. College equipment should not be used in a manner that would embarrass or bring discredit to the College in the view of its constituencies. Information which invades an individual's privacy or is disparaging of the College, the Board, the administration, faculty or its agents, an individual or business, must not be published or transmitted via the World Wide Web.

2.   Personal use of College Technology. Technology systems are to be used for the purpose intended and for which they are assigned. Incidental personal use of technology is permitted, but must not interfere with the College's mission or educational use of such technology. College technology systems are not to be used for commercial purposes or for purposes that do not fit with the mission of Louisiana College.

3.   Computer Misuse or Abuse. Students enrolled in the College agree to the proper use of College technology equipment and systems. Computer misuse or abuse is prohibited and includes, but is not limited to, plagiarism of programs, information, files, or data; misuse of computer accounts; unauthorized destruction of or changing of files; creation of illegal accounts; possession of unauthorized passwords, records, or data belonging to the College or another user without permission; destruction of or attempts to destroy or modify programs, records, or data belonging to the College community. This also includes knowingly or carelessly performing an act that will interfere with the normal operation of computers, terminals, peripherals, or networks. Students are forbidden to access, create, or maintain pornographic sites and/or to send obscene material.

OTHER VIOLATIONS

1.   Disruption. Internal disruption or obstruction of teaching, research, academic pursuits, administration, disciplinary proceedings, or other College activities is prohibited. Individual students or groups of students may not in any way disrupt the normal operation for which a facility is being used or impede the flow of pedestrian or vehicular traffic on the campus. The persistent interruption of a reasonable level of peace and quiet is also a violation.

2.   Dishonesty. All forms of dishonesty including, but not limited to, cheating, knowingly furnishing false information to the College, forgery, alteration or unauthorized use of College documents or instruments, lying, identification with intent to defraud, or plagiarism, is prohibited. Allowing unauthorized use of identification cards, meal tickets, etc. is also prohibited. The matter of academic dishonesty is dealt with in the "Code of Academic Integrity" in the Student Handbook.

3.   Solicitation. Individuals are not permitted to solicit within College facilities for business, political, or other purposes. Advertisements may be posted in designated areas with the expressed approval of the Office of Student Development (phone 487-7134).

4. Dancing. Louisiana College does not permit social dancing on campus and does not sponsor dances off campus.
5. Other. Other potential violations that may cause disciplinary action are addressed in related areas of the *Student Handbook*, e.g., Residence Life

LC Social Media Policy:

Louisiana College recognizes that blogs, networking sites, and other social media are powerful tools that provide unique opportunities to participate in interactive discussions to support the College's educational, operational, and missional goals. Because the use of social media can blur the lines between personal voice and institutional voice, LC has crafted a policy to help clarify how best to enhance and protect personal and professional reputations while participating in social media. Guidance and compliance requirements for LC students can be found in the LC Student Handbook (https://www.lacollege.edu/students/student-handbook/). Students are expected to follow this policy as well as the MSW Social Media Policy that specifically addresses social media in the student's field placement which is located in both the MSW Student Handbook and Field Manual.

4.21   MSW Social Media Policy

No statements or pictures should be posted on social media in relation to your field placement including, but not limited to, your workload, colleagues, and clients. It is expected that you present yourself in a professional, ethical manner as such; you are not allowed to connect with any clients or their family members through social media.

It is expected that all students follow the MSW Social Media Policy as well as the Louisiana College Social Media Policy and the individual agency's related policies.

4.22   Security/Parking

Only vehicles conspicuously displaying a current College permit may park on College property including Residence Halls and parking lots. Special parking areas are provided for the disabled, visitors, faculty and staff. The Safety and Security Department will issue parking permits during registration to those students requiring a parking permit(s).

During program orientation, students will complete a form describing the make, model, color, and vehicle license number. Student must also present a valid driver's license and a LC ID. A current parking permit must be prominently displayed. Properly displaced is as follows: Must be placed on the rear view mirror facing towards the front of the vehicle; the permit shall not be blocked from view by any other item; Only one current year permit will be displayed on the vehicle. A replacement permit may be obtained from the Louisiana College Department of Safety and Security for a fee of $10.00. Motorcycles must also be registered and the permit displayed in a conspicuous place.

Parking Restrictions

- Commuters are allowed to park in any legal area NOT RESERVED or denoted yellow paint.

- Parking permits for people with disabilities or impairments may be obtained by contacting the Safety and Security Department.
- Emergency lanes marked in red are provided in parking areas solely for use by emergency vehicles. Unauthorized vehicles will be ticketed and may be towed away at the owner's expense.
- Spaces marked for VISITOR: Parking is restricted to individuals who are not currently affiliated as an employee or student of Louisiana College. Also, visitor spaces are not to be used by anyone registered on campus.
- Spaces marked for DISABLED: Parking is restricted to vehicles displaying a placard or state issued handicapped permit.
- Students must park in the ZONE designated by the vehicle parking permit.
- Bicycles, Mopeds (Motor-assisted Bicycles), Skates, and Skateboards: Bicycles and mopeds must be operated in accordance with applicable state law. Bicycles, skates, skateboards, and rollerblades are prohibited in all buildings, foyers, pedestrian ramps, and adjacent walkways. Individuals skating or rollerblading on the College campus are required to wear a protective helmet, elbow pads, gloves, and kneepads.
- Speed Limit: Unless otherwise posted, the speed limit on roads and streets of the College are 15 mph and the speed limit on all parking lots is 10 mph.
- Parking is not permitted in the following restricted, color-coded areas: Red-Fire zones, White/Yellow-Reserved parking, Yellow-Zebra stripes (No Parking), Blue- Handicapped parking.
- Pedestrian Rights and Duties: Pedestrians have the right-of-way at marked crosswalks and at intersections. Pedestrians crossing a street at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right-of-way to all vehicles on said street. Pedestrians must not leave the curb or their place of safety and walk or run into the path of a vehicle, which is so close that it is impossible for the driver to yield.
- The CIRCLE, and only the circle, is available for parking between the hours of 6:00 p.m. and 1:00 a.m., Monday through Sunday to all students. Anyone parking before or after the designated time will be issued a citation. Also, 10-minute parking is for students to park for 10 minutes or less.
- Vehicles must be parked correctly in parking spots so that the LC permit is visible from the road.
- Backing into a parking spot, or pulling through, is not acceptable and violators will be ticketed.

4.23   Student Identification Cards

Identification cards are issued to new students at the beginning of their first term during program orientation. These cards can be used for identification purposes on campus for campus dining and library services, admission to events, student discounts, and will be scanned for chapel and cultural credit. Every student must carry a student identification (ID) card while on campus. The ID must be shown upon request of a College official. There is no charge for the first initial card. A $20 fee will be charged for replacement ID cards. Contact Student Life for additional information.

ID CARD POLICIES

- Only the cardholder may be in possession of the ID Card. All ID Cards are the property of Louisiana College, are nontransferable, and may be confiscated at any time if used in a fraudulent manner.
- Tampering with ID Cards and/or making color reproductions is prohibited. Labels, stickers, punching holes (for hanging, etc.), and burning (branding) are also prohibited. These actions interfere with the electronic reading of the card and render them invalid.
- ID Cards may not be collected and held as collateral for the temporary use of equipment, services, etc. Only the Student Development Office is permitted to produce and issue ID Cards.
- If you are found to possess two or more ID cards you are subject to a $25 fine.

4.24   Student Grievances

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. All polices and procedures are located in the online Student Handbook.

Louisiana College maintains and follows adequate procedures for addressing written student complaints and student appeals in a fair and professional manner. Such policies and procedures are available and applicable to every student enrolled in the College regardless of physical locality or learning modality. The College maintains policies and procedures for addressing student complaints in these three areas: academics, student affairs, and student conduct. Records pertaining to academic issues are maintained in a secure location in the Office of Academic Affairs and/or the Registrar's Office, and records pertaining to non-academic issues are maintained in a secure location in the Office of Student Development.

Prior to all formal written complaints, Louisiana College encourages students to resolve concerns in an informal manner. Louisiana College aspires to provide an education and services of highest quality to its students and to provide equity and harmony in the application of College policies and procedures that reflect a Christ-centered approach to conflict. Such an example is found in Matthew chapter six which instructs individuals to seek resolution first with the person(s) to whom the offence was initiated. To that end, when a student has a complaint, resolution should be sought through informal communication with the appropriate instructor, dean, staff member, or administrative officer who may be able to help rectify or clarify the situation before a written complaint is initiated. If the issue is unresolved, students have the opportunity to file a formal written complaint. Students may file complaints or appeals concerning academic issues, grades, conduct violations, parking and traffic violations, financial aid, college refunds, and college records. The online Student Handbook details all policies and procedures to file complaints and appeals.

4.25   Graduate Application

Graduation does not automatically occur upon student's completion of all requirements. Each student must complete an "Application for Graduation," the MSW Audit Form, and pay the required fees. Deadlines for each semester are listed on the MSW Academic Calendar and through the Registrar's Office.

4.26   Field Orientation

Students are required to attend an on-campus field orientation seminar at the beginning of their first semester, prior to beginning Field Practicum I. This orientation uses a variety of learning methods and

experiences to prepare foundation students for their field practicum in a variety of areas including field policies and procedures, safety issues, interviewing and engagement skills, diversity issues, professional ethics, etc.

Students will again attend an on-campus field orientation prior to beginning Field Practicum III. This orientation is intended to prepare advanced year students for their field practicum in a variety of areas including field policies and procedures, safety issues, diversity issues, professional ethics, etc.

V.   Opportunities & Resources

The MSW Program at Louisiana College offers several opportunities and resources for students to develop academically and to become engaged in community and college activities.

5.1   Library Resources

The social work courses taken through the MSW Program have assignments which will help familiarize students with the literature of the profession and specifically with the social work holdings in Norton Library. This will be valuable to students progressing through the program. A concerted effort has been made over the years to maintain current social work holdings in the library. However, as students research topics, the students may find that the holdings in that area need to be increased or the students may go to the library staff and get directions on how to borrow books from other libraries via our Interlibrary Loan System. If additional resources are needed, the social work faculty members will work with the library staff to purchase what is needed.   Each student needs to become acquainted with the search engine resources in the library.   Students have access to numerous online databases and specifically those pertaining to social work and social welfare which will prove helpful with the coursework assigned throughout the social work curriculum classes.

5.2   Academic Tutorial Services

The Louisiana College Student Success Center (SSC) is a comprehensive one-stop shop for academic support services on campus. The goal of the SSC is to increase retention by providing students with access to free tutoring in core courses, thereby fostering the independent, critical thinking skills they need to succeed in college and beyond. Located in the Norton Library, the SSC offers a range of academic assistance in the form of individual tutoring, study groups, and other support services for LC's student body. Students meet with peer tutors who have excelled in the course they are tutoring in and who have been trained to facilitate discussion on course content. All of the programs and initiatives offered in the Center are free for LC students.

For Assistance in Writing
The first stop for writing help is the Writing Center, located in the Student Success Center. Trained writing assistants work one-on-one with students on every aspect of the writing process. Students are typically asked to make appointments, but walk-ins are welcome if an appointment is available.

We provide free help on writing assignments, including:
  ☐ Analytical essays
  ☐ Argumentative essays
  ☐ Response papers
  ☐ Research papers in all majors
  ☐ Book reports and reviews
  ☐ Film and drama reviews
  ☐ Lab reports
  ☐ Critiques
  ☐ Proposals, business reports, letters, and memos
  ☐ Service learning writing projects

Students receive help with all phases of the writing process, from brainstorming ideas to synthesizing sources, tightening arguments, and revising for clarity and style. Writing assistants do not edit or correct students' papers; instead, they work with students to help them strengthen their critical thinking skills and improve their own writing. The goal of the Writing Center is to help you become a better and more

confident writer. In addition, the Center houses resources such as reference guides to help you with citations. This is especially helpful in writing your papers according to APA format. The Writing Center is located in the library.

5.3   Computer Lab

There is a four (4) station computer lab located in the School of Human Behavior (AH Rm 254) available for students to use. These computers are able to print copies to the copier in the School of Human Behavior suite for a charge of 10 cents per copy.

5.4   Student Counseling Services

Personal problems, whether from within or beyond the College environment, sometime divert students from their educational goals. Under the guidance of the Dean of Students and the School Counselor, Student Development provides a setting in which students may discuss problems in confidence with a professional counselor. Students may consult a counselor regarding emotional difficulty, home conflict, marital discord, personal growth needs, academic ability, or a variety of other personal and social concerns. In counseling sessions, the emphasis is on exploring alternatives, providing insight, and evaluating new directions.

Both counselor and student agree to maintain the private nature of information shared by the student. This confidentiality is essential to an effective counseling relationship and is assured at Louisiana College. All counseling records are secured by the Counselor and may not be shared with other persons without the expressed approval of the student.

Sessions are usually scheduled for one hour. Counseling appointments are available Monday-Friday 8:30 a.m.-4:30 p.m. For further information regarding counseling services, call 318-487-7134 or 318-487-7134. The Office is located on the second floor of Hixson Student Center next to the BCM.

5.5   Job Opportunities

The MSW Program receives notification of job opportunities throughout the semester.   Job announcements are posted on the MSW Program webpage: https://www.lacollege.edu/academics/graduate-programs/master-of-social-work.

VI.   References

Council on Social Work Education (2015) EPAS

Louisiana Baptist Faith and Message (2000)

Louisiana College Graduate Catalog, 2019-2020

Louisiana College Student Handbook, 2020-2021

National Association of Social Workers (NASW)

Appendices

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Appendix B

CSWE Educational Policy and Accreditation Standards
and
Louisiana Board of Social Work Examiners

For the CSWE 2015 Educational Policy and Accreditation Standards in its entirety, please refer to the link
https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

For the Louisiana Board of Social Work Examiners (LABSWE), please refer to the link
https://www.labswe.org/

The Baptist Faith and Message

I. The Scriptures

The Holy Bible was written by men divinely inspired and is God's revelation of Himself to man. It is a perfect treasure of divine instruction. It has God for its author, salvation for its end, and truth, without any mixture of error, for its matter. Therefore, all Scripture is totally true and trustworthy. It reveals the principles by which God judges us, and therefore is, and will remain to the end of the world, the true center of Christian union, and the supreme standard by which all human conduct, creeds, and religious opinions should be tried. All Scripture is a testimony to Christ, who is Himself the focus of divine revelation.

Exodus 24:4; Deuteronomy 4:1-2; 17:19; Joshua 8:34; Psalms 19:7-10; 119:11,89,105,140; Isaiah 34:16; 40:8; Jeremiah 15:16; 36:1-32; Matthew 5:17-18; 22:29; Luke 21:33; 24:44-46; John 5:39; 16:13-15; 17:17; Acts 2:16ff.; 17:11; Romans 15:4; 16:25-26; 2 Timothy 3:15-17; Hebrews 1:1-2; 4:12; 1 Peter 1:25; 2 Peter 1:19-21.

II. God

There is one and only one living and true God. He is an intelligent, spiritual, and personal Being, the Creator, Redeemer, Preserver, and Ruler of the universe. God is infinite in holiness and all other perfections. God is all-powerful and all knowing; and His perfect knowledge extends to all things, past, present, and future, including the future decisions of His free creatures. To Him we owe the highest love, reverence, and obedience. The eternal triune God reveals Himself to us as Father, Son, and Holy Spirit, with distinct personal attributes, but without division of nature, essence, or being.

A. God the Father

God as Father reigns with providential care over His universe, His creatures, and the flow of the stream of human history according to the purposes of His grace. He is all-powerful, all knowing, all loving, and all wise. God is Father in truth to those who become children of God through faith in Jesus Christ. He is fatherly in His attitude toward all men.

Genesis 1:1; 2:7; Exodus 3:14; 6:2-3; 15:11ff.; 20:1ff.; Leviticus 22:2; Deuteronomy 6:4; 32:6; 1 Chronicles 29:10; Psalm 19:1-3; Isaiah 43:3,15; 64:8; Jeremiah 10:10; 17:13; Matthew 6:9ff.; 7:11; 23:9; 28:19; Mark 1:9-11; John 4:24; 5:26; 14:6-13; 17:1-8; Acts 1:7; Romans 8:14-15; 1 Corinthians 8:6; Galatians 4:6; Ephesians 4:6; Colossians 1:15; 1 Timothy 1:17; Hebrews 11:6; 12:9; 1 Peter 1:17; 1 John 5:7.

B. God the Son

Christ is the eternal Son of God. In His incarnation as Jesus Christ He was conceived of the Holy Spirit and born of the Virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature with its demands and necessities and identifying Himself completely with mankind yet without sin. He honored the divine law by His personal obedience, and in His substitutionary death on the cross. He made provision for the redemption of men from sin. He was raised from the dead with a glorified body and appeared to His disciples as the person who was with them before His crucifixion. He ascended into heaven and is now exalted at the right hand of God where He is the One Mediator, fully God, fully man, in whose Person is effected the reconciliation between God and man. He will return in power and glory to judge the world and to consummate His redemptive mission. He now dwells in all believers as the living and ever present Lord.

Genesis 18:1ff.; Psalms 2:7ff.; 110:1ff.; Isaiah 7:14; 53; Matthew 1:18-23; 3:17; 8:29; 11:27; 14:33; 16:16,27; 17:5; 27; 28:1-6,19; Mark 1:1; 3:11; Luke 1:35; 4:41; 22:70; 24:46; John 1:1-18,29; 10:30,38; 11:25-27; 12:44-50; 14:7-11; 16:15-16,28; 17:1-5, 21-22; 20:1-20,28; Acts 1:9; 2:22-24; 7:55-56; 9:4-5,20;

Romans 1:3-4; 3:23-26; 5:6-21; 8:1-3,34; 10:4; 1 Corinthians 1:30; 2:2; 8:6; 15:1-8,24-28; 2 Corinthians 5:19-21; 8:9; Galatians 4:4-5; Ephesians 1:20; 3:11; 4:7-10; Philippians 2:5-11; Colossians 1:13-22; 2:9; 1 Thessalonians 4:14-18; 1 Timothy 2:5-6; 3:16; Titus 2:13-14; Hebrews 1:1-3; 4:14-15; 7:14-28; 9:12-15,24-28; 12:2; 13:8; 1 Peter 2:21-25; 3:22; 1 John 1:7-9; 3:2; 4:14-15; 5:9; 2 John 7-9; Revelation 1:13-16; 5:9-14; 12:10-11; 13:8; 19:16.

C. God the Holy Spirit

The Holy Spirit is the Spirit of God, fully divine. He inspired holy men of old to write the Scriptures. Through illumination He enables men to understand truth. He exalts Christ. He convicts men of sin, of righteousness, and of judgment. He calls men to the Saviour, and effects regeneration. At the moment of regeneration He baptizes every believer into the Body of Christ. He cultivates Christian character, comforts believers, and bestows the spiritual gifts by which they serve God through His church. He seals the believer unto the day of final redemption. His presence in the Christian is the guarantee that God will bring the believer into the fullness of the stature of Christ. He enlightens and empowers the believer and the church in worship, evangelism, and service.

Genesis 1:2; Judges 14:6; Job 26:13; Psalms 51:11; 139:7ff.; Isaiah 61:1-3; Joel 2:28-32; Matthew 1:18; 3:16; 4:1; 12:28-32; 28:19; Mark 1:10,12; Luke 1:35; 4:1,18-19; 11:13; 12:12; 24:49; John 4:24; 14:16-17,26; 15:26; 16:7-14; Acts 1:8; 2:1-4,38; 4:31; 5:3; 6:3; 7:55; 8:17,39; 10:44; 13:2; 15:28; 16:6; 19:1-6; Romans 8:9-11,14-16,26-27; 1 Corinthians 2:10-14; 3:16; 12:3-11,13; Galatians 4:6; Ephesians 1:13-14; 4:30; 5:18; 1 Thessalonians 5:19; 1 Timothy 3:16; 4:1; 2 Timothy 1:14; 3:16; Hebrews 9:8,14; 2 Peter 1:21; 1 John 4:13; 5:6-7; Revelation 1:10; 22:17.

III. Man

Man is the special creation of God, made in His own image. He created them male and female as the crowning work of His creation. The gift of gender is thus part of the goodness of God's creation. In the beginning man was innocent of sin and was endowed by his Creator with freedom of choice. By his free choice man sinned against God and brought sin into the human race. Through the temptation of Satan man transgressed the command of God, and fell from his original innocence whereby his posterity inherit a nature and an environment inclined toward sin. Therefore, as soon as they are capable of moral action, they become transgressors and are under condemnation. Only the grace of God can bring man into His holy fellowship and enable man to fulfill the creative purpose of God. The sacredness of human personality is evident in that God created man in His own image, and in that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love.

Genesis 1:26-30; 2:5,7,18-22; 3; 9:6; Psalms 1; 8:3-6; 32:1-5; 51:5; Isaiah 6:5; Jeremiah 17:5; Matthew 16:26; Acts 17:26-31; Romans 1:19-32; 3:10-18,23; 5:6,12,19; 6:6; 7:14-25; 8:14-18,29; 1 Corinthians 1:21-31; 15:19,21-22; Ephesians 2:1-22; Colossians 1:21-22; 3:9-11.

IV. Salvation

Salvation involves the redemption of the whole man, and is offered freely to all who accept Jesus Christ as Lord and Saviour, who by His own blood obtained eternal redemption for the believer. In its broadest sense salvation includes regeneration, justification, sanctification, and glorification. There is no salvation apart from personal faith in Jesus Christ as Lord.

A. Regeneration, or the new birth, is a work of God's grace whereby believers become new creatures in Christ Jesus. It is a change of heart wrought by the Holy Spirit through conviction of sin, to which the sinner responds in repentance toward God and faith in the Lord Jesus Christ. Repentance and faith are inseparable experiences of grace.

Repentance is a genuine turning from sin toward God. Faith is the acceptance of Jesus Christ and commitment of the entire personality to Him as Lord and Saviour.

B. Justification is God's gracious and full acquittal upon principles of His righteousness of all sinners who repent and believe in Christ. Justification brings the believer unto a relationship of peace and favor with God.

C. Sanctification is the experience, beginning in regeneration, by which the believer is set apart to God's purposes, and is enabled to progress toward moral and spiritual maturity through the presence and power of the Holy Spirit dwelling in him. Growth in grace should continue throughout the regenerate person's life.

D. Glorification is the culmination of salvation and is the final blessed and abiding state of the redeemed.

Genesis 3:15; Exodus 3:14-17; 6:2-8; Matthew 1:21; 4:17; 16:21-26; 27:22-28:6; Luke 1:68-69; 2:28-32; John 1:11-14,29; 3:3-21,36; 5:24; 10:9,28-29; 15:1-16; 17:17; Acts 2:21; 4:12; 15:11; 16:30-31; 17:30-31; 20:32; Romans 1:16-18; 2:4; 3:23-25; 4:3ff.; 5:8-10; 6:1-23; 8:1-18,29-39; 10:9-10,13; 13:11-14; 1 Corinthians 1:18,30; 6:19-20; 15:10; 2 Corinthians 5:17-20; Galatians 2:20; 3:13; 5:22-25; 6:15; Ephesians 1:7; 2:8-22; 4:11-16; Philippians 2:12-13; Colossians 1:9-22; 3:1ff.; 1 Thessalonians 5:23-24; 2 Timothy 1:12; Titus 2:11-14; Hebrews 2:1-3; 5:8-9; 9:24-28; 11:1-12:8,14; James 2:14-26; 1 Peter 1:2-23; 1 John 1:6-2:11; Revelation 3:20; 21:1-22:5.

V. God's Purpose of Grace

Election is the gracious purpose of God, according to which He regenerates, justifies, sanctifies, and glorifies sinners. It is consistent with the free agency of man, and comprehends all the means in connection with the end. It is the glorious display of God's sovereign goodness, and is infinitely wise, holy, and unchangeable. It excludes boasting and promotes humility.

All true believers endure to the end. Those whom God has accepted in Christ, and sanctified by His Spirit, will never fall away from the state of grace, but shall persevere to the end. Believers may fall into sin through neglect and temptation, whereby they grieve the Spirit, impair their graces and comforts, and bring reproach on the cause of Christ and temporal judgments on themselves; yet they shall be kept by the power of God through faith unto salvation.

Genesis 12:1-3; Exodus 19:5-8; 1 Samuel 8:4-7,19-22; Isaiah 5:1-7; Jeremiah 31:31ff.; Matthew 16:18-19; 21:28-45; 24:22,31; 25:34; Luke 1:68-79; 2:29-32; 19:41-44; 24:44-48; John 1:12-14; 3:16; 5:24; 6:44-45,65; 10:27-29; 15:16; 17:6,12,17-18; Acts 20:32; Romans 5:9-10; 8:28-39; 10:12-15; 11:5-7,26-36; 1 Corinthians 1:1-2; 15:24-28; Ephesians 1:4-23; 2:1-10; 3:1-11; Colossians 1:12-14; 2 Thessalonians 2:13-14; 2 Timothy 1:12; 2:10,19; Hebrews 11:39–12:2; James 1:12; 1 Peter 1:2-5,13; 2:4-10; 1 John 1:7-9; 2:19; 3:2.

VI. The Church

A New Testament church of the Lord Jesus Christ is an autonomous local congregation of baptized believers, associated by covenant in the faith and fellowship of the gospel; observing the two ordinances of Christ, governed by His laws, exercising the gifts, rights, and privileges invested in them by His Word, and seeking to extend the gospel to the ends of the earth. Each congregation operates under the Lordship of Christ through democratic processes. In such a congregation, each member is responsible and accountable to Christ as Lord. Its scriptural officers are pastors and deacons. While both men and women are gifted for service in the church, the office of pastor is limited to men as qualified by Scripture.

The New Testament speaks also of the church as the Body of Christ which includes all of the redeemed of all the ages, believers from every tribe, and tongue, and people, and nation.

Matthew 16:15-19; 18:15-20; Acts 2:41-42,47; 5:11-14; 6:3-6; 13:1-3; 14:23,27; 15:1-30; 16:5; 20:28; Romans 1:7; 1 Corinthians 1:2; 3:16; 5:4-5; 7:17; 9:13-14; 12; Ephesians 1:22-23; 2:19-22; 3:8-11,21; 5:22-32; Philippians 1:1; Colossians 1:18; 1 Timothy 2:9-14; 3:1-15; 4:14; Hebrews 11:39-40; 1 Peter 5:1-4; Revelation 2-3; 21:2-3.

VII. Baptism and the Lord's Supper

Christian baptism is the immersion of a believer in water in the name of the Father, the Son, and the Holy Spirit. It is an act of obedience symbolizing the believer's faith in a crucified, buried, and risen Saviour, the believer's death to sin, the burial of the old life, and the resurrection to walk in newness of life in Christ Jesus. It is a testimony to his faith in the final resurrection of the dead. Being a church ordinance, it is prerequisite to the privileges of church membership and to the Lord's Supper.

The Lord's Supper is a symbolic act of obedience whereby members of the church, through partaking of the bread and the fruit of the vine, memorialize the death of the Redeemer and anticipate His second coming.

Matthew 3:13-17; 26:26-30; 28:19-20; Mark 1:9-11; 14:22-26; Luke 3:21-22; 22:19-20; John 3:23; Acts 2:41-42; 8:35-39; 16:30-33; 20:7; Romans 6:3-5; 1 Corinthians 10:16,21; 11:23-29; Colossians 2:12.

VIII. The Lord's Day

The first day of the week is the Lord's Day. It is a Christian institution for regular observance. It commemorates the resurrection of Christ from the dead and should include exercises of worship and spiritual devotion, both public and private. Activities on the Lord's Day should be commensurate with the Christian's conscience under the Lordship of Jesus Christ.

Exodus 20:8-11; Matthew 12:1-12; 28:1ff.; Mark 2:27-28; 16:1-7; Luke 24:1-3,33-36; John 4:21-24; 20:1,19-28; Acts 20:7; Romans 14:5-10; I Corinthians 16:1-2; Colossians 2:16; 3:16; Revelation 1:10.

IX. The Kingdom

The Kingdom of God includes both His general sovereignty over the universe and His particular kingship over men who willfully acknowledge Him as King. Particularly the Kingdom is the realm of salvation into which men enter by trustful, childlike commitment to Jesus Christ. Christians ought to pray and to labor that the Kingdom may come and God's will be done on earth. The full consummation of the Kingdom awaits the return of Jesus Christ and the end of this age.

Genesis 1:1; Isaiah 9:6-7; Jeremiah 23:5-6; Matthew 3:2; 4:8-10,23; 12:25-28; 13:1-52; 25:31-46; 26:29; Mark 1:14-15; 9:1; Luke 4:43; 8:1; 9:2; 12:31-32; 17:20-21; 23:42; John 3:3; 18:36; Acts 1:6-7; 17:22-31; Romans 5:17; 8:19; 1 Corinthians 15:24-28; Colossians 1:13; Hebrews 11:10,16; 12:28; 1 Peter 2:4-10; 4:13; Revelation 1:6,9; 5:10; 11:15; 21-22.

X. Last Things

God, in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth; the dead will be raised; and Christ will judge all men in righteousness. The unrighteous will be consigned to Hell, the place of everlasting punishment. The righteous in their resurrected and glorified bodies will receive their reward and will dwell forever in Heaven with the Lord.

Isaiah 2:4; 11:9; Matthew 16:27; 18:8-9; 19:28; 24:27,30,36,44; 25:31-46; 26:64; Mark 8:38; 9:43-48; Luke 12:40,48; 16:19-26; 17:22-37; 21:27-28; John 14:1-3; Acts 1:11; 17:31; Romans 14:10; 1 Corinthians 4:5; 15:24-28,35-58; 2 Corinthians 5:10; Philippians 3:20-21; Colossians 1:5; 3:4; 1 Thessalonians 4:14-18;

5:1ff.; 2 Thessalonians 1:7ff.; 2; 1 Timothy 6:14; 2 Timothy 4:1,8; Titus 2:13; Hebrews 9:27-28; James 5:8; 2 Peter 3:7ff.; 1 John 2:28; 3:2; Jude 14; Revelation 1:18; 3:11; 20:1-22:13.

XI. Evangelism and Missions

It is the duty and privilege of every follower of Christ and of every church of the Lord Jesus Christ to endeavor to make disciples of all nations. The new birth of man's spirit by God's Holy Spirit means the birth of love for others. Missionary effort on the part of all rests thus upon a spiritual necessity of the regenerate life, and is expressly and repeatedly commanded in the teachings of Christ. The Lord Jesus Christ has commanded the preaching of the gospel to all nations. It is the duty of every child of God to seek constantly to win the lost to Christ by verbal witness undergirded by a Christian lifestyle, and by other methods in harmony with the gospel of Christ.

Genesis 12:1-3; Exodus 19:5-6; Isaiah 6:1-8; Matthew 9:37-38; 10:5-15; 13:18-30, 37-43; 16:19; 22:9-10; 24:14; 28:18-20; Luke 10:1-18; 24:46-53; John 14:11-12; 15:7-8,16; 17:15; 20:21; Acts 1:8; 2; 8:26-40; 10:42-48; 13:2-3; Romans 10:13-15; Ephesians 3:1-11; 1 Thessalonians 1:8; 2 Timothy 4:5; Hebrews 2:1-3; 11:39-12:2; 1 Peter 2:4-10; Revelation 22:17.

XII. Education

Christianity is the faith of enlightenment and intelligence. In Jesus Christ abide all the treasures of wisdom and knowledge. All sound learning is, therefore, a part of our Christian heritage. The new birth opens all human faculties and creates a thirst for knowledge. Moreover, the cause of education in the Kingdom of Christ is co-ordinate with the causes of missions and general benevolence, and should receive along with these the liberal support of the churches. An adequate system of Christian education is necessary to a complete spiritual program for Christ's people.

In Christian education there should be a proper balance between academic freedom and academic responsibility. Freedom in any orderly relationship of human life is always limited and never absolute. The freedom of a teacher in a Christian school, college, or seminary is limited by the pre-eminence of Jesus Christ, by the authoritative nature of the Scriptures, and by the distinct purpose for which the school exists.

Deuteronomy 4:1,5,9,14; 6:1-10; 31:12-13; Nehemiah 8:1-8; Job 28:28; Psalms 19:7ff.; 119:11; Proverbs 3:13ff.; 4:1-10; 8:1-7,11; 15:14; Ecclesiastes 7:19; Matthew 5:2; 7:24ff.; 28:19-20; Luke 2:40; 1 Corinthians 1:18-31; Ephesians 4:11-16; Philippians 4:8; Colossians 2:3,8-9; 1 Timothy 1:3-7; 2 Timothy 2:15; 3:14-17; Hebrews 5:12-6:3; James 1:5; 3:17.

XIII. Stewardship

God is the source of all blessings, temporal and spiritual; all that we have and are we owe to Him. Christians have a spiritual debtorship to the whole world, a holy trusteeship in the gospel, and a binding stewardship in their possessions. They are therefore under obligation to serve Him with their time, talents, and material possessions; and should recognize all these as entrusted to them to use for the glory of God and for helping others. According to the Scriptures, Christians should contribute of their means cheerfully, regularly, systematically, proportionately, and liberally for the advancement of the Redeemer's cause on earth.

Genesis 14:20; Leviticus 27:30-32; Deuteronomy 8:18; Malachi 3:8-12; Matthew 6:1-4,19-21; 19:21; 23:23; 25:14-29; Luke 12:16-21,42; 16:1-13; Acts 2:44-47; 5:1-11; 17:24-25; 20:35; Romans 6:6-22; 12:1-2; 1 Corinthians 4:1-2; 6:19-20; 12; 16:1-4; 2 Corinthians 8-9; 12:15; Philippians 4:10-19; 1 Peter 1:18-19.

XIV. Cooperation

Christ's people should, as occasion requires, organize such associations and conventions as may best secure cooperation for the great objects of the Kingdom of God. Such organizations have no authority over one another or over the churches. They are voluntary and advisory bodies designed to elicit, combine, and direct the energies of our people in the most effective manner. Members of New Testament churches should cooperate with one another in carrying forward the missionary, educational, and benevolent ministries for the extension of Christ's Kingdom. Christian unity in the New Testament sense is spiritual harmony and voluntary cooperation for common ends by various groups of Christ's people. Cooperation is desirable between the various Christian denominations, when the end to be attained is itself justified, and when such cooperation involves no violation of conscience or compromise of loyalty to Christ and His Word as revealed in the New Testament.

Exodus 17:12; 18:17ff.; Judges 7:21; Ezra 1:3-4; 2:68-69; 5:14-15; Nehemiah 4; 8:1-5; Matthew 10:5-15; 20:1-16; 22:1-10; 28:19-20; Mark 2:3; Luke 10:1ff.; Acts 1:13-14; 2:1ff.; 4:31-37; 13:2-3; 15:1-35; 1 Corinthians 1:10-17; 3:5-15; 12; 2 Corinthians 8-9; Galatians 1:6-10; Ephesians 4:1-16; Philippians 1:15-18.

XV. The Christian and the Social Order

All Christians are under obligation to seek to make the will of Christ supreme in our own lives and in human society. Means and methods used for the improvement of society and the establishment of righteousness among men can be truly and permanently helpful only when they are rooted in the regeneration of the individual by the saving grace of God in Jesus Christ. In the spirit of Christ, Christians should oppose racism, every form of greed, selfishness, and vice, and all forms of sexual immorality, including adultery, homosexuality, and pornography. We should work to provide for the orphaned, the needy, the abused, the aged, the helpless, and the sick. We should speak on behalf of the unborn and contend for the sanctity of all human life from conception to natural death. Every Christian should seek to bring industry, government, and society as a whole under the sway of the principles of righteousness, truth, and brotherly love. In order to promote these ends Christians should be ready to work with all men of good will in any good cause, always being careful to act in the spirit of love without compromising their loyalty to Christ and His truth.

Exodus 20:3-17; Leviticus 6:2-5; Deuteronomy 10:12; 27:17; Psalm 101:5; Micah 6:8; Zechariah 8:16; Matthew 5:13-16,43-48; 22:36-40; 25:35; Mark 1:29-34; 2:3ff.; 10:21; Luke 4:18-21; 10:27-37; 20:25; John 15:12; 17:15; Romans 12–14; 1Corinthians 5:9-10; 6:1-7; 7:20-24; 10:23-11:1; Galatians 3:26-28; Ephesians 6:5-9; Colossians 3:12-17; 1 Thessalonians 3:12; Philemon; James 1:27; 2:8.

XVI. Peace and War

It is the duty of Christians to seek peace with all men on principles of righteousness. In accordance with the spirit and teachings of Christ they should do all in their power to put an end to war.

The true remedy for the war spirit is the gospel of our Lord. The supreme need of the world is the acceptance of His teachings in all the affairs of men and nations, and the practical application of His law of love. Christian people throughout the world should pray for the reign of the Prince of Peace.

Isaiah 2:4; Matthew 5:9,38-48; 6:33; 26:52; Luke 22:36,38; Romans 12:18-19; 13:1-7; 14:19; Hebrews 12:14; James 4:1-2.

XVII. Religious Liberty

God alone is Lord of the conscience, and He has left it free from the doctrines and commandments of men which are contrary to His Word or not contained in it. Church and state should be separate. The state owes to every church protection and full freedom in the pursuit of its spiritual ends. In providing for such freedom no ecclesiastical group or denomination should be favored by the state more than others. Civil government being ordained of God, it is the duty of Christians to render loyal obedience thereto in all

things not contrary to the revealed will of God. The church should not resort to the civil power to carry on its work. The gospel of Christ contemplates spiritual means alone for the pursuit of its ends. The state has no right to impose penalties for religious opinions of any kind. The state has no right to impose taxes for the support of any form of religion. A free church in a free state is the Christian ideal, and this implies the right of free and unhindered access to God on the part of all men, and the right to form and propagate opinions in the sphere of religion without interference by the civil power.

Genesis 1:27; 2:7; Matthew 6:6-7,24; 16:26; 22:21; John 8:36; Acts 4:19-20; Romans 6:1-2; 13:1-7; Galatians 5:1,13; Philippians 3:20; 1 Timothy 2:1-2; James 4:12; 1 Peter 2:12-17; 3:11-17; 4:12-19.

XVIII. The Family

God has ordained the family as the foundational institution of human society. It is composed of persons related to one another by marriage, blood, or adoption.

Marriage is the uniting of one man and one woman in covenant commitment for a lifetime. It is God's unique gift to reveal the union between Christ and His church and to provide for the man and the woman in marriage the framework for intimate companionship, the channel of sexual expression according to biblical standards, and the means for procreation of the human race.

The husband and wife are of equal worth before God, since both are created in God's image. The marriage relationship models the way God relates to His people. A husband is to love his wife as Christ loved the church. He has the God-given responsibility to provide for, to protect, and to lead his family. A wife is to submit herself graciously to the servant leadership of her husband even as the church willingly submits to the headship of Christ. She, being in the image of God as is her husband and thus equal to him, has the God-given responsibility to respect her husband and to serve as his helper in managing the household and nurturing the next generation.

Children, from the moment of conception, are a blessing and heritage from the Lord. Parents are to demonstrate to their children God's pattern for marriage. Parents are to teach their children spiritual and moral values and to lead them, through consistent lifestyle example and loving discipline, to make choices based on biblical truth. Children are to honor and obey their parents.

Genesis 1:26-28; 2:15-25; 3:1-20; Exodus 20:12; Deuteronomy 6:4-9; Joshua 24:15; 1 Samuel 1:26-28; Psalms 51:5; 78:1-8; 127; 128; 139:13-16; Proverbs 1:8; 5:15-20; 6:20-22; 12:4; 13:24; 14:1; 17:6; 18:22; 22:6,15; 23:13-14; 24:3; 29:15,17; 31:10-31; Ecclesiastes 4:9-12; 9:9; Malachi 2:14-16; Matthew 5:31-32; 18:2-5; 19:3-9; Mark 10:6-12; Romans 1:18-32; 1 Corinthians 7:1-16; Ephesians 5:21-33; 6:1-4; Colossians 3:18-21; 1 Timothy 5:8,14; 2 Timothy 1:3-5; Titus 2:3-5; Hebrews 13:4; 1 Peter 3:1-7.

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Registrar: Please send a copy of completed form to the MSW Program Administrative Assistant.

APPENDIX E

For MSW Degree Plan of Study Self-Audit Forms, please refer to the MSW website page or the Registrar's page.

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