



LOUISIANA

CHRISTIAN

UNIVERSITY

Baccalaureate Social Work Program Student Handbook 2026-2027

Bachelor of Social Work Program
School of Social Work
Pineville, Louisiana 71359

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ACCREDITATION

The Louisiana Christian University Bachelor of Social Work Program is accredited at the Baccalaureate level by the Council on Social Work Education (CSWE) Board of Accreditation (BOA). The following is the contact information for CSWE:

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***Louisiana Christian University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The following is the contact information for SACSCOC:

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WELCOME MESSAGE

Welcome to the Louisiana Christian University Bachelor of Social Work (BSW) Program! The BSW faculty are delighted that you have chosen to pursue a vocational calling in the field of social work. You are embarking on a journey toward one of the most meaningful, challenging, and rewarding professions dedicated to improving the lives of others. Social work offers diverse and dynamic opportunities for practice across a wide range of settings and client populations. As a social worker, you will have the opportunity to advocate for social justice, empower individuals and families, strengthen communities, and contribute to positive social change.

We look forward to supporting you as you develop the knowledge, skills, values, and professionalism necessary to become a competent and compassionate social work practitioner.

This handbook has been designed to provide information about the profession of social work and the BSW program's policies and procedures, including important aspects of entering and graduating from the program. Students are required to read the BSW Student Handbook and be familiar with its content. Please use this handbook to guide and assist you, referring to it often throughout your time in the program. It is accessible on the University website under the undergraduate Social Work Program page. This handbook is to be used in conjunction with the Louisiana Christian University Catalog and Student Handbook.

The BSW Program at Louisiana Christian University is grounded in a Christ-centered worldview and teaches students to exemplify their faith through service to others in generalist social work practice. The BSW Program blends the values and ethical principles of the profession (NASW Code of Ethics) with the values of the Christian faith taught at the University to ensure that students are well prepared to meet the everyday demands of a world in need, while demonstrating respect and dignity for all human beings.

Social Work students are part of a professional program that meets the requirements of CSWE's accrediting body for all social work programs in the United States and is congruent with the University's and BSW Program's Mission Statements. The Louisiana Christian University BSW Program will equip social work students for entry level generalist social work practice and will prepare students for future studies in graduate schools of social work. 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 Christian University Social Work Program.

We look forward to getting to know each of you!

Ms. Bobbye Roberts, BSW Program Director

BSW Program Faculty & Administration

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Ms. Bobbye Roberts' Biography:

Bobbye Roberts joined the LCU Social Work Program in 2011 with a 17-year history of social work practice experience. She has been a Licensed Clinical Social Worker in Louisiana since 1997. She worked for 16 years as a therapist for community mental health centers, which included out-patient counseling and partial hospitalization programs. Ms. Roberts' other work experiences include serving as a program director for a children's in-patient psychiatric unit, individual/family/group counseling, home health social work, and student counseling services at Louisiana College (now Louisiana Christian University).

Ms. Roberts has been the BSW Program Director since 2017 and is an Associate Professor of Social Work, teaching multiple courses across the curriculum. She previously served as the Field Education Director for 6 years. Ms. Roberts serves as co-sponsor for the Social Work Students' Club and Phi Alpha National Social Work Honor Society. She is active in the community, serving as a board member for the Cenla Homeless Coalition Continuum of Care (CoC) and facilitating a GriefShare group at her church. Ms. Roberts is a member of the Association of Christians in Health and Human Services (ACHHS). She co-authored the BSW Program Reaffirmation Self-Study in 2012 and led and co-authored the BSW Program Reaffirmation Self-Study in 2021. Ms. Roberts has presented at the NACSW (North American Association of Christians in Social Work) Conference, as well as local forums in the community. She was also instrumental in assisting with the development of the new MSW program at Louisiana Christian University and has co-authored grants which were awarded for both the MSW and BSW Programs. Ms. Roberts is a Board Approved Clinical Supervisor (BACS) and enjoys mentoring and supervising LMSW's who are working towards clinical licensure. Ms. Roberts feels honored to teach at her alma mater, where she met her husband, Kevin, with whom she has served alongside in full-time ministry for the past 34+ years. They have three sons and two daughters-

in-law. Ms. Roberts enjoys spending time with her family and going on family beach trips. She also loves serving her church family where her husband is pastor.

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Ms. Maggie Bridges' Biography:

Maggie Bridges came to the LCU Social Work Program as full-time faculty in 2017. She previously served as an Adjunct professor in the program for the 2016-17 academic year. Ms. Bridges has been a Licensed Master Social Worker in Louisiana since 2013 and a Licensed Clinical Social Worker since 2017. She is also a Board Approved Clinical Supervisor. Ms. Bridges previously worked with the Rapides Parish School System as a school social worker for 3.5 years. Her other work experience includes serving as a therapist in an out-patient mental health facility, providing individual, family, and group therapy.

Ms. Bridges serves as an Associate Professor of Social Work, teaching multiple courses across the curriculum. She also serves as the Field Education Director, developing potential internships, placing students, and overseeing field practicums. Ms. Bridges is a co-sponsor for the Social Work Club and Phi Alpha Social Work National Honor Society, of which she is a member. Mr. Bridges feels honored to teach at her alma mater, where she met her husband, Chris. They have two sons, Beckett and Sawyer, and a daughter, Quinn. Ms. Bridges enjoys spending time with her family, serving in her church, and traveling.

School of Social Work Dean:

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Dr. Juanita Moorman's Biography:

Juanita has worked in clinical settings ranging from home health to rehabilitation and psychiatric units. She has also worked in administrator capacities within healthcare as a psychiatric program director and hospital risk manager. Most recently, Juanita has been actively involved with starting the treatment services for two parish drug courts, where she still maintains an advisory role today. Beginning as an adjunct instructor for Upper Iowa University, and later for Houston Baptist University, Juanita has been teaching undergraduate and graduate students for 9 years before starting her role as an assistant professor for Louisiana Christian University. Juanita currently attends the Pentecostals of Alexandria for worship.

I. UNDERSTANDING THE SOCIAL WORK PROFESSION, 1.0

1.1 Generalist Social Work Practice: Mission, Purpose, and Values

To understand the social work profession, one must gain an understanding of social work's purpose, its mission, and values. Robert Barker (2013) defines social work as "the applied science of helping people achieve an effective level of psychosocial functioning and effecting societal changes to enhance the well-being of all people" (social work). One must also understand the concept of generalist social work practice which is the foundation of all baccalaureate social work programs. The Association of Baccalaureate Social Work Program Directors (BPD) defines generalist social work practice as:

Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process based on scientific inquiry to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. (BPD, 2025, Governance: Generalist Social Work Practice)

A further understanding of the purpose of the social work profession is articulated by the CSWE 2022 EPAS:

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally. (CSWE, 2022, EPAS: Educational Policy 1.0: Program Mission--Purpose)

The mission of the profession is stated in the preamble of the National Association of Social Workers [NASW] Code of Ethics: (NASW Code of Ethics, 1996, rev. 2017; 2021)

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty

1.2 Value Base of Social Work Practice

The mission of the social work profession correlates with the six core values of the profession identified by NASW Code of Ethics (1996, rev. 2017, 2021, Preamble): service, social justice,

dignity and worth of the person, importance of human relationships, integrity, and competence. This value base expresses ideas about people, how they should be treated, and the quality of life that should be available to all human beings. From social work's beginnings, practitioners have embraced these values, and they add to the unique perspective of social work's foundational purposes.

The Louisiana Christian University Bachelor of Social Work Program seeks to integrate the values of the Christian faith with learning opportunities that enhance and complement social work's professional values.

Each core value identified by NASW is listed below and is accompanied by an ethical principle which guides social work practiced (Ethical Principles).

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent worth and dignity of the person.*

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

1.3 Social Work Ethics

"Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice." (BPD, 2025, Governance) Ethics in social work has to do with the way we practice and carry out the profession's mission. The Code of Ethics gives social workers guidelines to deal with pressing issues in the practice of social work. Louisiana Christian University Social Work Students are educated about the core values, ethical principles and standards found in the "Code," as these are integrated throughout the social work curriculum. Social work students applying for program admission are expected to sign a statement indicating their understanding of the core values of the social work profession and agreeing to attempt to reflect the principles that flow from them in carrying out the mission of

the profession which is to enhance human well-being and to help meet the needs of all people. Students in the BSW program have access to the NASW Code of Ethics through several means. They can access it through the URL retrieval link found below, as well as in several textbooks and course resources used throughout the curriculum. Students take an ethics course (SW 450), in their senior year, coinciding with their Field Practicum, in which they extensively examine the NASW Code of Ethics, learning how to apply it to ethical dilemmas and practice situations. In addition to the “Code,” students learn to use ethical decision-making models, relevant laws and policies, and the supervision process to arrive at ethical decisions in complex practice situations. Students use the information in the “Code” throughout their social work education and in their professional practice as a social worker.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

1.4 Social Work Terminology

The following are key terms that a social worker must have a keen understanding of, as they are the foundation of the profession. However, these are by no means an exhaustive list of important concepts in this field:

Generalist Social Work Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (EP 3.1, pg. 17 of the 2022 EPAS).

Diversity

Human Diversity: “the range of differences between peoples in term of race, ethnicity, age, geography, religion, values, culture, orientations, physical and mental health, and many other distinguishing characteristics.” (The Social Work Dictionary, Robert L. Barker, 1999)

Micro-level Practice

“Micro-level practice is the term used by social workers to identify professional activities that are designed to help solve problems faced primarily by individuals, families and small groups.” (The Social Work Dictionary, Robert L. Barker, 1999) Micro practice is more direct intervention because services are delivered directly to clients (face-to-face).

Mezzo-level Practice

“Mezzo-level practice is social work practice with families and small groups. Important

activities at this level include facilitating communication, mediation and negotiation, and educating and bringing people together.” (The Social Work Dictionary, Robert L. Barker, 1999)
Mezzo focuses on changing systems that affect clients directly.

Macro-level Practice

“Macro-level practice is social work practice aimed at bringing about improvements and changes in the general society. Such activities include some type of political, community organization, public education, campaigning and the administration of broad-based social services, agencies, or public welfare departments.” (The Social Work Dictionary, Robert L. Barker, 1999)

Social Justice

“Social justice is an ideal condition in which all members of a society have the same basic rights, protection, opportunities, obligations and social benefits” (The Social Work Dictionary, Robert L. Barker, 1999).

Culturally Sensitive Practice

“In Social work, the process of professional intervention while being knowledgeable, perceptive, empathic, and skillful about the unique as well as common characteristics of clients who possess racial, ethnic, religious, gender, age, sexual orientation, or socioeconomic differences”(The Social Work Dictionary, Robert L. Barker, 1999).

Person-In Environment Perspective

“A Perspective used by social workers to understand clients experiencing difficulties with their roles, self-perceptions, and expectations in their interactions with others and in the context of their surrounding environment.” (Segal, Gerdes, Steiner, 2016, p. 505)

Strengths Perspective

“A view that emphasizes using clients’ strengths, resources, support networks, and motivations to meet challenges: focus is on clients’ assets rather than problems or dysfunction” (Segal, Gerdes, Steiner, 2016, p. 506).

1.5 Generalist Social Work and the BSW Degree

Upon completion of a Bachelor of Social Work degree, students who have been educated from a generalist practice perspective are qualified to serve in many different contexts of practice and to carry out a variety of roles. Social workers engage with diverse populations at multiple levels of practice (individual, family, group, communities, and organizations) using varied techniques and interventions to help improve the well-being of those served. Social workers have the opportunity to work in public, private, for profit, or non-profit organizations and agencies. These agencies may target areas such as mental health, child welfare, healthcare, developmental disabilities, criminal justice, or school social work, to name a few. No matter the setting, generalist social workers are well-trained to engage with client populations, assess the client (s) situation, develop a plan of action or intervention, implement the intervention, and evaluate the

outcomes. BSW graduates are also well prepared to enter MSW graduate programs, which emphasize the generalist perspective as well as specialty area(s) of practice.

1.6 Professional Organizations

There are many professional organizations available to those who become social workers. The following list is only a limited number of those groups:

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 held monthly at noon. 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 of supervised experience, provide 3 reference evaluations (one from MSW supervisor and two from colleagues, document 20 hours of Continuing Education, and agree to abide by the NASW Code of Ethics, with subjugation to the NASW adjudication process.

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. Membership of this organization consists of social work faculty, deans, students, and practitioners. Membership benefits include access to CSWE publications, discounts to annual meetings, and being able to have a voice in the community through many aspects of committees, task forces, and avenues for public policy making.

NACSW: The North American Association of Christians in Social Work (NACSW) is a non-profit Christian social work organization whose mission to equip members to integrate Christian faith and professional social work practice. NACSW welcomes Christian social workers of all denominations. Members of NACSW represent a rich diversity of Christian denominations and traditions. 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.

ACHHS: Association of Christians in Health and Human Services. The ACHHS is a theologically conservative organization supporting health and human service professionals committed to the Gospel of Jesus Christ and the inerrancy of Scripture who strive to provide

excellent care without compromising their biblical beliefs.

1.7 Louisiana Licensing and Credentials:

Louisiana has multi-level licensing/credentialing for professional social workers. Any person who has a BSW or MSW degree is required by law to obtain licensure/credentialing in order to **practice social work** in the state of Louisiana. For detailed information regarding credentialing and licensing, please see the LABSWE website at <https://www.labswe.org/>

According to the Louisiana State Board of Social Work Examiners (LABSWE):

Social work practice is the professional application of social work values, theories, and interventions to one or more of the following: enhancing the development, problem-solving, and coping capacities of people; promoting the effective and humane operations of systems that provide resources and services to people; linking people with systems that provide them with resources, services, and opportunities; developing and improving social policy; and engaging in research related to the professional activities.

The practice of social work includes but is not limited to clinical social work, planning and community organization, policy and administration, research, and social work education. Social work practice is guided by knowledge of human behavior, biopsychosocial development, social systems and resources, economic and cultural institutions, and their interactions.

(LABSWE, Social Work Practice Act, Section 2703, Definitions 15 a)

Listed below are the levels of licensure/credentials in Louisiana, along with a description:

BACS: Board Approved Clinical Supervisor. A BACS is a licensed clinical social worker who has met the qualifications established by the Board to provide clinical supervision for the LMSW pursuing licensure. According to LABSWE, Social Work Practice Act, Section 2703, Definitions 7:

Clinical supervision means an interactional professional relationship between a licensed clinical social worker and a licensed master's social worker that provides evaluation and direction over the supervisee's practice of clinical social work and promotes continued development of the licensed master's social worker's knowledge, skills, and abilities to engage in the practice of clinical social work in an ethical and competent manner.

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 LMSW must meet certain criteria which include at least 3,000 hours of postgraduate practice over a minimum of two years and maximum of four years, under supervision of a board-approved clinical supervisor (BACS) for 97 supervision hours, payment of a fee, and the passing of a national social work exam for licensed clinical independent social work practice. As stated in the Louisiana Social Work Practice Act Section 2708, Qualifications; Licensed Clinical Social Worker, B.:

An individual holding the licensed clinical social worker license may independently engage in advanced social work practice based on the application of social work theory,

knowledge, ethics, and methods to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups, organizations, and communities. The practice of clinical social work requires the application of specialized clinical knowledge and advanced clinical skills in the areas of prevention, assessment, diagnosis, and treatment of mental, emotional, and behavioral and addiction disorders. Treatment methods include the provision of individual, marital, couple, family, and group psychotherapy. The practice of clinical social work may include private practice, employee assistance and addiction services, and the provision of clinical supervision. A licensed clinical social worker may work as an employee in a practice setting or independently in private practice.

LMSW: Licensed Master Social Worker. This credential is awarded to master's level social workers who have an MSW degree from a CSWE accredited program, 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. As stated in the Louisiana Social Work Practice Act Section 2707, Qualifications; Licensed Masters Social Worker, B.:

An individual licensed as a licensed master's social worker may engage in advanced social work practice based on the application of social work theory, knowledge, ethics, and methods to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups, organizations, and communities. The licensed master's social worker's practice requires the application of specialized knowledge and advanced practice skills which include prevention or intervention, or both, service or treatment planning and evaluation, case management, information and referral, counseling, employee assistance services, addiction services, advocacy, teaching, research, supervision, consultation, community organization, and the development, implementation, and administration of policies, programs, and activities. A social worker licensed at the licensed master's social worker level may practice clinical social work and psychotherapy within an agency under the supervision, in-person or virtually, of a licensed clinical social worker. A licensed master's social worker may work as an employee only in an agency setting. Notwithstanding the definition of "agency" as defined in R.S. 37:2703 or the requirement for employment in an agency setting provided in this Subsection, a licensed master's social worker shall be permitted to provide social work services on behalf of a federal, state, or local governmental agency on a contractual basis.

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 LMSW 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. As stated in the Louisiana Social Work Practice Act, Section 2706, Qualifications; Registered Social Worker, B.:

An individual registered as a registered social worker may engage in generalist social work practice based on the application of social work theory, knowledge, ethics, and utilizing problem-solving methods to restore or enhance social functioning of individuals, families, groups, organizations, and communities through assessment, prevention, and intervention and evaluation, case management, information and referral, supportive counseling, advocacy, research, supervision, community organization, education, and the implementation and administration of policies, programs, and activities. A social worker at this level shall work as an employee in an agency and shall not engage in advanced practice or in clinical social work.

II. LOUISIANA CHRISTIAN UNIVERSITY BACHELOR OF SOCIAL WORK PROGRAM

2.1 Louisiana Christian University Mission Statement

Louisiana Christian University is a Christ-centered community committed to academic excellence where students are equipped for lives of learning, leading, and serving.

2.2 Social Work Program Mission Statement

The mission of the Louisiana Christian University Bachelor of Social Work Program is to equip students through a rigorous, Christ-centered academic environment to become competent, compassionate, and culturally responsive generalist social workers—empowered to lead transformative change within their communities and throughout the world

2.3 Relationship of Social Work Program Mission to the University Mission

The mission of Louisiana Christian University forms the foundation from which the Social Work Program builds its identity and curriculum. The Social Work Program is fully compatible with the overall mission of the institution in its commitment to a liberal arts education characterized by academic excellence within the context of a Christ-centered community. In turn, The Bachelor of Social Work Program is strongly supported by the administration in this endeavor. Not only do students leave the program with a broad knowledge of many important fields, including history, language, science, the arts, communication, and religion, but students also leave with the ability to think, speak, and write critically. These abilities, along with specialized knowledge, values, and skills pertaining to the social work curriculum, result in students graduating who are capable of leading transformative change within their communities and throughout the world, thus fulfilling the Christian principle reflected in Proverbs 31:8-9, “Speak up for those who have no voice...defend the cause of the oppressed and needy.”

2.4 Overview of the Louisiana Christian University Social Work Program

2.5 Program History

Social work courses were first offered within the Sociology Department of Louisiana Christian University 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 social work program at Louisiana Christian University was granted initial accreditation by CSWE in October of 1993 and from that time, began offering a Bachelor of Social Work Degree. After the initial 1993 accreditation, the program was re-accredited in 1997. The program was up for re-accreditation in 2005, received an extension until 2006, and was fully reaccredited in June, 2007. In the fall of 2013, the program received reaccreditation, and most recently, in the fall of 2021, the BSW Program was reaccredited for another eight-year cycle. The BSW Program is housed in the School of Social Work which has both BSW and MSW accredited programs.

2.6 Brief Program Description

Students who complete the requirements of the social work program obtain a Bachelor of Social Work degree at the time of graduation. The social work degree consists of 39 hours of social work courses; 9 hours of allied courses; 64 hours in the central curriculum; and 8 hours of electives. Of the 9 hours of allied courses, 3 hours are satisfied in the central curriculum requirements. All social work majors must earn a grade of “C” or better in the 39 hours of social work courses.

The social work curriculum is developed from a general to a specific knowledge base with a strong foundation in the liberal arts. The curriculum emphasizes the Person In Environment (PIE) and the Strengths perspectives as core organizing principles that students learn to engage clients from. In addition, students obtain an understanding of human behavior, human diversity, and the values and ethics of the profession. Students also engage in Experiential Learning through multiple opportunities and courses in the social work implicit and explicit curriculum. The curriculum is designed so that it can be completed in four years. However, with increasing numbers of students entering the University with multiple dual enrollment credits, it is possible to complete the program in less than four years.

2.7 Louisiana Christian University SW Program Goals:

1. The program will graduate students who demonstrate the ability to competently apply generalist social work knowledge, values, and skills—serving as ethical and culturally responsive leaders in diverse communities.
2. The program will prepare students to thoughtfully and ethically integrate Christian values with professional social work principles, navigating complex and evolving practice environments with integrity and respect for diverse worldviews.

3. The program will cultivate students' commitment to understanding human diversity and social justice issues, equipping them to effectively engage, advocate, and intervene on behalf of vulnerable and marginalized populations at the local, regional, national, and global levels.
4. The program will foster a mindset of career-long learning, encouraging students to critically analyze contemporary social issues and the needs of the populations they serve, using evidence-informed knowledge and reflective practice.

2.8 LCU Social Work Program Competencies and Expected Learning Outcomes:

In keeping with CSWE2022 EPAS requirements, each graduate of the social work program is expected to understand and demonstrate proficiency of each of the following nine competencies with 20 correlating behaviors. Integration of faith and practice is emphasized throughout the social work curriculum and has been added as a 10th competency by the Louisiana Christian University BSW Program, with 3 correlating component behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

Competency 4: Engage In Practice-Informed Research and Research-Informed Practice

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

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

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

**Competency 10: Distinctive to Louisiana Christian University Social Work Program:
Ethically Integrate Faith with Practice**

Social workers:

- a. Analyze and reflect on one's personal faith worldview and compare it with the worldviews of others to evaluate how Christian values may align with or conflict with professional social work practice.
- b. Apply ethical decision-making frameworks to integrate faith principles into professional practice in ways that uphold social work values and standards.
- c. Demonstrate cultural competence by incorporating the Strengths Perspective and understanding diverse spiritual, religious, and faith experiences when working with clients,

guided by Christian principles of respect and dignity, as all persons are believed to be created in the “Imago Dei” (image of God).

***Attainment of these outcomes is accomplished through adherence to the curriculum design and successful completion of assignments in each course in the social work program. Degree of attainment is measured through evaluation of the student’s academic performance in embedded assignments in each class, and through evaluation of the student’s demonstration of the correlating component behaviors in the field practicum.

2.9 Program Evaluation:

Louisiana Christian University Social Work Program takes evaluation of student and program outcomes seriously, in order to ensure the best possible curriculum planning and implementation of a comprehensive BSW program that demonstrates student competence in social work knowledge, values, and skills. The Evaluation Process is comprehensive and includes a combination of the following methods and measures in order to improve and refine the program:

- **Embedded course assignments**—Faculty use rubrics to aid in evaluation of papers, projects, presentations, exams, skill simulation through role plays, critical analysis writing assignments, community service learning, etc, (explicit assessment)
- **Field Practicum Supervisor Evaluations upon completion of field** and the Recommended Grade for Placement Form (explicit assessment)
- **Individual course, professor, and program evaluations completed by the student** (implicit assessment)
- **External assessment instruments** – SWEAP Exit Surveys completed by students (implicit assessment)

2.10 Social Work Program Academic and Professional Advisement

2.10 a. Academic Advising Policies and Procedures

Social work majors are assigned a faculty advisor when they initially declare the major. The two full-time social work faculty members serve as advisors for all social work majors. Students may declare the social work major upon admission to the university. Once the major is declared, both full-time faculty members gain access to the student’s advising records to ensure continuity of support should the assigned advisor be unavailable.

Following consultation between program faculty, the BSW Program Director assigns each social work major to a faculty advisor. An updated advisor assignment list is maintained each semester. Formal academic advising is an integral part of the registration process, and faculty devote approximately 30–45 minutes to each advising session to ensure quality advising and to cultivate meaningful connections with students. Academic advising occurs over a four-week period during the middle of each semester. Registration is conducted by classification level, beginning with seniors and concluding with freshmen. Social work faculty utilize the Calendly scheduling platform to coordinate advising appointments. Students are required to participate in a formal

advising session before registering for classes. During the advising appointment, students and advisors review the student's academic progress, evaluate progression through the major, discuss educational goals, and address any questions or concerns. Following the session, both the student and advisor sign the advising form, and the advisor inputs the student's courses through the university's JIWeb system.

Completed advising forms, including the anticipated curriculum plan and any advising notes, are maintained in the student's file in the Division's administrative offices. While formal advising occurs during designated advising periods each semester, students and advisors may request additional conferences at any time to discuss academic progress, concerns, or educational planning. Social work faculty are committed to being accessible and responsive to students and are readily available to assist them in achieving academic and professional success.

To ensure high-quality academic advising, BSW faculty members are expected to remain current on university advising policies, procedures, and best practices through participation in university trainings, workshops, faculty meetings, and professional development opportunities, as well as through ongoing review of relevant advising resources and literature.

2.10 b. Deficiency Reports, Early Alerts, and Referral to Student Support Services

Faculty members report grade deficiencies (grades of D or F) and excessive absences to the Registrar's Office at the midpoint of each semester for every course they teach. The Registrar then distributes deficiency reports to faculty advisors so they can identify students who may be experiencing academic or attendance-related challenges in one or more courses. When a deficiency is identified, the faculty advisor requests a conference with the student to discuss the concern and develop a plan to address and resolve the deficiency. The purpose of these meetings is to provide timely support, promote student success, and connect students with appropriate resources when needed.

In addition to mid-semester deficiency reports, faculty utilize the university's early alert system, Dropout Detective, to document academic concerns, attendance issues, or other factors that may affect student success. Through Dropout Detective, faculty can submit notes and communicate with the Director of the Academic Counseling Program, athletic coaches, faculty advisors, and Student Success Center personnel to facilitate coordinated support for students.

The Student Success Center provides a variety of academic support services designed to promote student success, including tutoring services available to all students and accommodations for students who qualify for disability support services. Early alerts through Dropout Detective typically occur before formal deficiency reports are issued; however, the system remains active throughout the semester and continuously generates reports for the Academic Counseling Program, allowing for ongoing monitoring and intervention when needed.

2.10 c. Professional Advising Policies and Procedures

Professional advising is essential to ensuring that students are fully informed about the many facets of social work as a career choice and to increasing students' self-awareness regarding their

level of professionalism, preparedness for the field, and areas needing further growth and development. Professional advising for BSW students is provided by the program's full-time faculty members and is an integral part of the students' educational experience.

Students may request a professional advising meeting with either full-time BSW faculty member at any time by contacting them through Canvas messaging, email, office phone, the Pronto app, or by stopping by during scheduled office hours. Faculty office hours are posted on course syllabi and on office doors within the School of Social Work office suite to ensure students have access to faculty for discussions regarding issues important to their academic and professional development. Faculty maintain an open-door policy during office hours whenever they are available and not engaged in other meetings or responsibilities.

BSW faculty regularly engage students in candid and supportive conversations regarding areas of vulnerability, professional growth, and personal development. Faculty encourage students to reflect on their strengths and challenges while identifying ways to enhance their professionalism and readiness for social work practice. To facilitate these discussions, faculty strive to establish trusting relationships with students early in the program so that feedback and guidance are communicated and received in a constructive and positive manner.

In addition, BSW faculty meet regularly with each other to discuss concerns related to individual students, including academic issues, professional behavior concerns, or personal circumstances that may be affecting the student's overall educational experience. When appropriate, a faculty member or advisor may contact a student to schedule a meeting to discuss these concerns and develop a plan for addressing them. Depending on the nature of the concern, this plan may include referrals to campus or community resources, such as the Student Counseling Center, off-campus counseling services, health services, Title IX services, spiritual development opportunities, the Center for Calling and Career, or other student support services.

Professional advising is also a significant component of field education preparation. After submitting their Field Application, students meet individually with the Field Education Director to discuss potential placement opportunities, professional expectations, and their readiness for field placement. Prior to beginning the practicum experience, students are required to attend a Field Orientation Session, during which they receive the Field Manual and are informed verbally and in writing of the program's professional expectations and field requirements. Professional advising continues throughout the Field Seminar experience. The Field Education Director provides guidance related to professional development topics such as résumé preparation, interviewing skills, career opportunities, licensing requirements, and the social work licensure application process.

Additionally, students enrolled in the Senior Social Work Ethics course attend a virtual meeting of the Louisiana State Board of Social Work Examiners. These meetings expose students to ethics hearings, discussions of professional and ethical issues, licensing matters, and regulatory processes, providing a deeper understanding of the application of professional social work values and ethical standards in practice.

As demonstrated, professional advising is a vital component of the BSW Program from the time students enter the major through completion of their baccalaureate degree. Faculty are deeply invested in supporting students' personal, academic, and professional development and are committed to helping students become competent, ethical, and effective social work practitioners.

2.11 Ethical Conduct & Professionalism

The Louisiana Christian University BSW Program recognizes the importance of ethical social work practice with all client populations across all types of agency settings and levels of practice. Therefore, when participating in course-related observations and community activities, engaging in volunteer service through the program, or completing field practicums, BSW social work students are expected to adhere to the values and ethical principles outlined in the current National Association of Social Workers (NASW) Code of Ethics, which is available online and through various course resources.

In addition, BSW students at LCU are expected to conduct themselves within the framework of Christian values and ethics supported by the Louisiana Christian University Student Code of Conduct, found in the 2025-2026 LCU Student Handbook Section. Titled, ***Code of Student Conduct Policies and Procedures***. The introductory statement for the Code of Student Conduct states:

“The Louisiana Christian University Code of Conduct exists to reinforce Christian values, to further community and individual responsibility, to ensure personal safety, and to instill respect for the rights of others” (p. 91).

The Code of Student Conduct further states: “It is designed to be redemptive and intentionally facilitate reconciliation between the offending student and the University community” (p. 91).

The BSW Program maintains that students preparing for a career in social work are expected to demonstrate a high level of professionalism. Demonstration of professionalism is exhibited through all forms of communication, one's dress/outward appearance, punctuality, self-awareness, respect for others, and valuing diversity without imposing one's own values on others. It is important to remember that professionalism demonstrated during the student's time in the program, including Field Practicum, can have a significant impact on references that faculty members or field supervisors may later be asked to provide. Also, failure to abide by these standards of professional conduct may jeopardize a student's grade, program admission or continuation in the program. A violation of this policy may warrant a meeting with faculty to remediate the specific situation.

2.12 Statement of Non-Discrimination

It is the policy and practice of the Louisiana Christian University BSW Program to conduct all aspects of the program without discrimination. In doing so, the program reflects a commitment to the core values of both the Christian faith and the profession of social work. A student should bring any concern(s) related to discrimination to the attention of social work faculty and/or the BSW Program Director. The BSW program adheres to the nondiscrimination policy of the

institution as stated in the current Louisiana Christian University Faculty Handbook.

According to LCU Policy 801.0, Louisiana Christian University does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, age, marital status or disability in the administration of its educational policies, recruitment or admission of students, scholarship, grant or loan programs, athletic or other University-administered programs, employment procedures, training programs, promotion policies, or other related personnel practices.

2.13 BSW Program Respect for Diversity Statement:

As social work faculty, it is our desire to model respect for students from diverse backgrounds and perspectives, both in and out of the classroom. Students are encouraged to bring diversity of thought into discussions that will challenge both professors and students to think critically and cautiously about the issues at hand. The diverse background of a student, as well as diverse perspectives, can be of great benefit, causing others to grow and develop in his/her worldview. It is our goal to be respectful of diversity in all areas. While respectfulness may not always equal agreement, each student will be treated with dignity and worth, as we believe every human is created in the image of God. Your suggestions on ways to improve the effectiveness of this endeavor within the learning environment and the social work program are welcomed and appreciated.

2.14 Louisiana Christian University Respect for Diversity within and without the Christian Community

According to the Louisiana Christian University Catalog page titled, “The Identify, History, and Mission of the University,

The University affirms the value of diversity within the Christian community and attracts students from a variety of denominations. The presence of dedicated Christian faculty and staff members from other Christian denominations affirms the faith of these students from other traditions and provides spiritual mentorship for them. Students without a Christian faith commitment are welcome in this community of learning and are treated with respect. (Beliefs and Values section)

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

Louisiana Christian University 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 BSW 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.

2.16 Louisiana Christian University Sexual Harassment Policy & Violence Against Women Act Policy and Procedure

“Louisiana Christian University is committed to responsibly investigating all discrimination and harassment as outlined by Title IX.” “The University will not tolerate sexual harassment of its students and will investigate all allegations of sexual harassment.” (LCU Student Handbook, Title IX Policy, Appendix A).

All faculty members of Louisiana Christian University are required to report any information received regarding a student that may involve Title IX-related information. It may be in relation to sexual harassment (quid pro quo or hostile environment), sexual violence, stalking, or interpersonal violence. If a student needs to speak with someone regarding an issue that may fall under one of these categories, and would like that information to be kept confidential, the student may contact the University Counselor or Coordinator of Health Services.

Violence Against Women Act Policy and Procedure

Louisiana Christian University does not discriminate on the basis of sex in its educational programs and sexual harassment and sexual violence are types of sex discrimination. Other acts can also be forms of sex-based discrimination and are also prohibited whether sexually based or not and include dating violence, domestic violence, and stalking. As a result, LCU issues this statement of policy to inform the community of our comprehensive plan addressing sexual misconduct, educational programs, and procedures that address sexual assault, domestic violence, dating violence, and stalking, whether the incident occurs on or off campus and when it is reported to a University official. In this context, LCU prohibits the offenses of domestic violence, dating violence, sexual assault and stalking and reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all members of the University community. For the extensive Violence Against Women Act Policy and Procedure, see the LCU Student Handbook, Appendix B.

***Student who are in a field practicum are to be aware of and inform themselves with the field agency's sexual harassment policy.

2.17 BSW Program Student Safety Policy

The LCU Social Work Program seeks to ensure the safety of the student, not only in field practicum (See p. 22 of Field Practicum Manual, **Student Safety**), but also in other volunteer

and observation settings and/or assignments sponsored by the program. The BSW program faculty will make every effort to only allow students to observe and volunteer in agency settings that have sound safety policies and practices and that agree to train and orient the student in regard to these policies and procedures. The student needs to be prepared to engage in safe social work practices that may affect his/her own safety as well as the safety of others. In addition, the agency settings and environment where students observe and volunteer need to be conducive to student safety and security, as well as promote safe practices that reduce risk of harm. As part of the BSW curriculum, especially when specifically assigned observation and volunteer projects outside of the classroom, the student will be educated about concepts and techniques related to safety. Safety concerns and policies will be addressed and discussed as part of that particular course or club project/assignment. If a student has a particular concern about personal safety that is unable to be resolved, the student will be offered an alternative assignment and may withdraw from the observation/assignment at any time.

2.18 BSW Program Ethical Use of Technology and Social Media Policy

As part of social work professional and ethical conduct, a student will not be allowed to use technology or social media to contact any client of any agency with whom the student may come into contact with through an observation assignment in a class, volunteer work, or the Field Practicum, for any personal reason. Also, the student may not take pictures of or video any client, nor post any personal information about a client on any social media platform. Students will be learning specifics about these ethical violations over the course of their social work curriculum. If a student does not abide by this policy, they may jeopardize their grade or status in the program. It is our desire to respect and promote client confidentiality and professionalism.

III. BSW CURRICULUM & PROGRAM REQUIREMENTS, 3.0

3.1 BSW Recommended Curriculum Design

*designates Social Work core courses	Fall	Spring	Yearly Total Hours
First Year	Social Work 101* (3) English 101 (3) Religion 105 (3) History 104 or 101 (3) Math 101; 111; or 115 (3) CC 100 (1)	English 102 (3) Religion 106 (3) History 105 (3) ES 103 (3) ES Lab or natural science lab (1) CA 150 (3) H/PE 100 (1/2 term) (1)	
Total Hours:	16 hours	17 hours	33 hours
Second Year	Social Work 250* (3) Psychology 220+ (3) English 200 or 201 (3) PS 225 (3) Natural Science (3) H/PE (½ term) (1)	Social Work 251* (3) Fine Arts (3) Foreign Language (3) Elective/minor (3) Elective/minor (3)	
Total Hours:	16 hours	15 hours	31 hours
Third Year	Social Work 325* (3) Social Work 349* (3) RL 305 (3) Elective/minor (6)	Social Work 326* (3) Math 211+ or SW 359+ (3) Social Work 429* (3) Elective/minor (6)	
Total Hours:	15 hours	15 hours	30 hours
Fourth Year	Social Work 350* (3) Social Work 380* (3) Psychology 413+ (3) Elective/minor (5)	Social Work 436 (6) Social Work 438 (3) Social Work 450* (3)	
Total Hours:	14 hours	12 hours	26 hours
Total Degree Hours:			120 hours

*Designates core courses which constitute the social work major.

+Designates allied courses in the major. This is a suggested curriculum design and may be adjusted to meet each individual student's academic needs. The curriculum design does not factor in dual enrollment credits, summer courses, or courses taken at another institution which may be eligible for transfer.

3.2 Bachelor of Social Work Course Descriptions

The social work major consists of twelve social work courses, totaling 39 semester hours. In addition, there are four allied courses, one of which is built into the central curriculum, that the social work major must take. Descriptions of the twelve core social work courses, allied courses,

and social work electives are stated below.

***Consistent with CSWE's Educational Policy and Accreditation Standards, it is the policy of this program that academic course credit will not be given for a student's life experiences or previous work experiences.**

Core Social Work Courses:

Social Work 101: Introduction to Social Work and Social Welfare

A survey course which examines the social work profession: its origins and relationship to the global social welfare system, value-based practice, ethical standards, and introductory exposure to generalist social work practice. Students are required to complete a volunteer component at a social service agency. Students are also introduced to the APA writing style. Credit three hours.

Social Work 250: Social Work Practice I

Further examination of generalist social work practice, including practice behaviors related to the social work planned change process. Social work with individuals and family systems is emphasized. This course is limited to social work majors and minors. Prerequisites: Social Work 101. Credit three hours.

Social Work 251: Social Work Practice II

This course is a sequel to Social Work I with special emphasis on social work practice behaviors in working with groups. Prerequisites: Social Work 101, 250, or permission of the instructor. Credit three hours.

Social Work 325: Substance Abuse and Addictions

This course focuses on the bio-psychosocial aspects of substance abuse and addiction in a variety of social contexts, preparing the social work student or related helping professional to competently engage the client(s) in a generalist practice setting, who is either directly or indirectly impacted by this growing problem in our society. Prerequisite: For Social Work majors: SW 101, SW 250 and SW 251. All other majors: junior or senior standing. Credit 3 hours

Social Work 326: Understanding Child Abuse & Neglect

An examination of child abuse and neglect and societal response, from a historical and theoretical perspective. Special emphasis is placed on examining symptoms and causes of child neglect, physical abuse, sexual abuse and emotional abuse. Information is provided about programs available that provide child welfare services, such as child protection, foster care and adoption. Prerequisites: Social Work majors: SW 101 and junior standing; All other majors: junior standing or permission of the instructor. Credit three hours.

Social Work 349: Human Behavior and the Social Environment

This course examines those interacting systems which influence human behavior: individual, families, groups, organizations, and communities throughout the life course. It examines the ecological approach and the biophysical, psychological and social influences on human behavior, with a special emphasis on diversity. Micro, mezzo, and macro issues of the life course from pregnancy through late adulthood are examined. Credit 3 hours

Social Work 350: Social Research Methods

This course is an introduction that includes qualitative and quantitative research content to provide an understanding of a scientific, analytic, and ethical approach to building knowledge for generalist social work practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. APA writing skills will be used for this course and its assignments. This course may be taken by social work majors and minors only.

Prerequisite: SW 359 or MA 211. Credit three hours.

Social Work 380: Social Work Practice III: Organizations and Communities

A macro level practice course focusing on organizations and communities and taught from generalist social work perspective. This is the third course in the social work practice series and is required for social work majors. Prerequisites: SW 101, SW 250 & 251, SW 347 & SW 350. Credit three hours.

Social Work 429: Social Welfare Policy and Analysis

An examination of the area of policy practice with special emphasis on those forces which create social welfare policy and on those skills necessary for policy analysis. This course is for social work majors who are admitted into the program. Prerequisite: Junior/Senior standing. Credit three hours.

Social Work 436: Field Practicum

This course consists of supervised field experience totaling 410 hours in a local social service agency. Primary focus is on application of competencies and practice behaviors required by the social work program and CSWE. The emphasis is on integrating classroom knowledge with application in a field setting with attention on social work with individuals, families, groups, organizations, and communities. Prerequisites: Student must have been admitted to the Social Work Program, must have an overall GPA of 2.5, completed all of the social work courses except SW 438 & SW 450. (Exceptions are made on an individual basis, with approval from the Program Director and Field Education Director—**See Field Practicum Procedures: Placement Prerequisites**) Students must make application for Field Practicum at the end of the junior year and plan to complete field work during the senior year as a block placement, preferably in the spring semester, however, depending on the student's individual graduation plan, a fall placement may be necessary. Credit six hours.

Social Work 438: Field Seminar

This is a senior social work standing course which requires a weekly on-campus integrative seminar with the program's Field Education Director as well as other students in Field Practicum. The emphasis is on integrating classroom knowledge with application in a social work field setting with individuals, families, groups, organizations, and communities. Prerequisites: Student must have completed all social work courses except SW436 and SW 450. Credit three hours.

Social Work 450: Social Work Ethics

This is a social work course for seniors that place emphasis on social work ethics and contemporary generalist social welfare issues. The course is designed to help students learn to integrate the NASW Code of Ethics into their field experience, academic experience and their professional experience following graduation. Credit three hours.

Required Allied Courses (9 Credit Hours)**Mathematics 211: Elementary Statistics**

Data and samples, descriptive statistics, regression, probability distributions (binomial, normal, t, chi-square), hypothesis testing, estimation of parameters, analysis of variance. Prerequisite: MA 100 or MA 111. Departmental standard calculator required. Credit three hours.

OR

Social Work 359: Applied Statistics for the Social Sciences (also PY 359)

This course provides an overview of the use of statistics in the social sciences and seeks to analyze and evaluate statistical analysis through a Christian worldview. In addition, a survey of the use and application of the Statistical Package for the Social Sciences (SPSS) and PSPP, a comparable software program, will be studied. Credit three hours.

Psychology 220: Introduction to Psychology

This course provides students with a basic understanding of how psychologists interpret and research human behavior. Psychology influences the way we understand ourselves and the interactions with people connected to us. This class seeks to analyze and evaluate these psychological perspectives through a Christian worldview. Students must be sophomore level or higher. Credit three hours

Psychology 413: Abnormal Psychology

A study of the major categories of psychological dysfunction including theory, etiologies, diagnosis and treatment. Prerequisite: PY 220. Credit three hours.

Elective Social Work Courses**Social Work 400: Special Topics in Social Work**

The investigation of special areas in social work. Some special topics that have been

taught are: *School Social Work, Working With Children, and Crisis Intervention*, etc.
Prerequisites: junior/senior standing or permission of the instructor. Credit three hours.

Social Work 433: Death and Dying, Grief and Loss (also PY 433)

A study of the social-psychological processes of dying, death, and bereavement across the human life-span and with awareness to various cultures. It also explores practical applications to helping others with death related experiences through the use of individual, family, community, social groups, and institutional components.
Prerequisites: junior/senior standing. Credit three hours.

Social Work 449: Directed Study in Social Work

Emphasis on critical evaluation of theoretical and empirical writing in a specialized area of social work for majors with strong scholastic achievements. Credit one to six hours.

3.3 Social Work Minor

The Louisiana Christian University Social Work Program also offers a minor in Social Work which requires 15 hours of course work. The curriculum for the minor is as follows:

Social Work 101: Introduction to Social Work and Social Welfare

4 Social Work Electives: Any 12 hours of 200/300/400 level courses in Social Work

Student can choose from the following courses:

SW 250 Social Work Practice I

SW 251 Social Work Practice II

SW 325 Substance Abuse and Addictions

SW 326 Understanding Child Abuse and Neglect

SW 349 Human Behavior in the Social Environment

SW 350 Social Research Methods

SW 400 Special Topics in Social Work

SW 429 Social Welfare Policy and Analysis

SW 433 Death and Dying, Grief and Loss

While a minor in social work is not accredited by CSWE, the minor will prepare non-social work students to apply for and potentially enter graduate programs of study in human service fields, including MSW programs. However, these students are not eligible for MSW Advanced Standing. The minor will also help students in other majors to better understand the field of social work and the numerous programs that serve a large number of the population in our contemporary society both locally and globally.

3.4 Admission to the Social Work Program

3.4 a. Declaration of the Major

Students admitted to the university may declare Social Work as a major at any time and may enroll in designated pre-admission courses (SW 101, SW 250, and SW 251) prior to formal program admission. Students intending to pursue the major are encouraged to declare Social Work during their first semester to facilitate timely academic advising and completion of degree requirements within four years. In cases involving transfer students or extenuating

circumstances, the BSW Program Director may approve enrollment in additional social work courses prior to formal admission on a case-by-case basis.

3.4 b. Admission to the Social Work Program and Application Process

Students desiring admission to the Social Work Program must meet the following criteria:

1) Successfully complete a minimum of 30 credit hours of university curriculum. The courses must include, but are not limited to the following courses:

Natural Sciences (4 hours; 3-hour lecture; 1 hour lab)

English 101* & 102*

History 101 or 104 & HI 102 or 105

Psychology 220

Social Work 101*

Math 101;111; or 115

Modern Communications CA 150

Adherence to the suggested social work curriculum design makes it possible for a student to complete these courses by the end of the first semester of the student's sophomore year of entering the University. If a student is enrolled in any of the courses above at the time of application, program admission will be provisional upon successful completion of the course(s)

**Courses requiring a grade no less than "C" are marked by *

2) Students must achieve a minimum cumulative GPA of 2.0 at the time of application and maintain at least a 2.0 cumulative GPA through graduation, consistent with the University's minimum graduation requirement. Students must earn no grade lower than a "C" in all required social work core courses. In addition, students must earn a grade of "C" or higher in English 101 and English 102 in accordance with university requirements. Furthermore, students must achieve a minimum GPA of 2.5 in all completed social work coursework at the time of application and maintain a 2.5 GPA in the social work curriculum through graduation.

3) Students will be notified in writing when they have met the aforementioned requirements and are eligible to apply for admission to the program. Upon receipt of this notification, the student is responsible for completing and submitting the program application to the Director of the Social Work Program. A copy of the application form will be included with the notification; however, it is also available on the program's webpage (see Appendix A in this handbook)

As part of the admission application, student applicants agree in writing to several pre-admission statements that help to ensure truthfulness in disclosure, understanding of admission, grievance policies and procedures, and a commitment to the social work profession's values, principles, and mission.

4) Following submission of the admission packet to the Director of the Social Work Program, the student will be scheduled for an admission interview with the Admissions Committee. The

Admissions Committee is composed of the two full-time social work faculty members and at least 2 professional social workers from the local community, who also serve as BSW Professional Advisory Committee Members. The purpose of the interview is to assess the student's understanding of social work and the level of commitment to this profession as a career choice. The interview, combined with the admission application, serves as an overall assessment of the student's personal value system, level of self-awareness, and evaluation of the student's strengths and limitations.

5) Upon completion of the interview and assessment by the Admissions Committee, the student will be notified in writing by the BSW Program Director of the decision regarding acceptance into the BSW Program. In addition to the formal notification letter and decision form, students are provided with an interview feedback form. This form communicates the Admissions Committee's assessment of the student's strengths, areas for growth, and other relevant observations. The purpose of this feedback is to support the student's ongoing self-reflection and professional development, which are essential components of the social work profession.

3.5 Transfer Students

Transfer Student Admittance:

Students transferring to the Social Work Program at Louisiana Christian University must first be admitted by the university and then declare social work as their major. They must then meet the required admission criteria for all social work majors as described above in 3.4 a-b, to be considered for program admission.

Students transferring to Louisiana Christian University must first have their transcripts evaluated by the Registrar's Office upon admission to the University to see if required criteria has been met for specific courses to transfer.

Transfer of Credits for Non-Social Work Courses

Often, students enter Louisiana Christian University with credits from other institutions, whether they are freshman who have completed dual enrollment or AP credits, or students who are transferring from another institution. The Louisiana Christian University BSW Program follows the policies of the university, outlined in the **Louisiana Christian University Undergraduate Catalog, 2025-2026**, section titled *Academic Policies: Credit Evaluation*, which reads as follows:

Credit Evaluation

Academic credits may be transferred from other institutions toward a baccalaureate or master's degree in some cases, if they meet the following stipulations:

- Upon official acceptance, registration, and confirmed attendance of a student to Louisiana Christian University and upon receipt of official transcripts from all other institutions attended prior to attending LCU, the Transfer Credit Evaluator (TCE) in the Registrar's Office will perform a transcript evaluation for the student.

- The TCE performs course-by-course evaluations and awards credit for comparable courses from all eligible institutions.
- If course titles and/or descriptions are questionable, the TCE sends the information to the appropriate division chair for an evaluation decision.
- Louisiana Christian University does not accept ACT course credit transferred from other colleges. Any courses with credit awarded by ACT score must be repeated as a course at Louisiana Christian University to meet the requirement. There are a [few exceptions](#) to this rule.
- Louisiana Christian University does not automatically accept CLEP credit given by another college. To receive credit, the CLEP score must be sent to Louisiana Christian University by the CLEP testing organization, the test must be on the CLEP list of tests that are accepted by LCU, and the score must meet the minimum requirement set by LCU.
- No more than 60 hours from a two-year institution may be transferred to LCU.
- The final 30 semester hours toward a degree must be taken at LCU.
- All courses transferred must be substantially parallel to the offerings of LCU and fulfill the requirements of the relevant degree plan. Approved remedial courses will transfer as add-on credit.
- Credit hours from institutions which are members of Regionally Accredited Colleges and Universities such as SACSCOC (Southern Association of Colleges and Schools Commission on College), MSCHE (Middle States Commission on Higher Education), HLC (Higher Learning Commission), NWCCU (Northwest Commission on Colleges and Universities), NECHE (New England Commission on Higher Education), and WASC (Senior College and University Commission) must carry a grade of at least a “C” to be transferred.
- Credit hours from academic institutions accredited by an agency recognized by CHEA (Council for Higher Education Accreditation) must carry a grade of at least a “B” to be transferred.
- Credits from Colleges and Universities accredited by agencies that are not Regional Accrediting Agencies or recognized by CHEA will not be accepted. Louisiana Christian University does not accept credits from educational companies such as Straighterline because they are neither regionally accredited nor recognized by CHEA.
- A student who has earned college-level course credits in a foreign country comparable to the course credits in the American university system and who wishes to use those credits toward a degree must have the transcripts evaluated by an approved credential service. Information on these can be obtained from the Admissions Office

Transfer of Social Work Courses: Social Work courses completed at other universities must be from CSWE-accredited or candidacy programs. Also, as described in the Louisiana Christian University Catalog, Academic Policies - Credit Evaluation, “Credit hours from academic institutions accredited by an agency recognized by CHEA must carry a grade of at least a “B” to be transferred.” Therefore, since CHEA recognizes CSWE, this policy applies to any social work course being transferred from a CSWE accredited program.

Evaluation of transcripts and social work course credits: The BSW Program Director evaluates the student's transcript and social work course(s) to make sure that the coursework was completed at a CSWE-accredited program, that the coursework meets the program goals and objectives, and that specific course objectives are met to determine course equivalency. Transfer students need to provide a copy of the course syllabus for the social work course being considered for transfer. The syllabus will be a major consideration in the transfer of course credit. If a course does not meet equivalency criteria, students will not be able to transfer the course for credit for a core social work course. However, the course may be able to be used for electives required for the degree. Students transferring to the Social Work Program at Louisiana Christian University must declare social work as their major and meet the required admission criteria listed for all social work majors in the BSW Program Student Handbook as described previously in section 3.4 a & b, in order to be considered for program admission.

***Consistent with CSWE's Educational Policy and Accreditation Standards, it is the policy of this program that academic course credit will not be given for a student's life experiences or previous work experiences.**

3.6 Policies and Procedures for Evaluating Academic and Professional Performance

3.6 a. Grading Policies

University Grading Policies

The BSW Program follows the Grading System of the University as stated in the current Undergraduate University Catalog under the tab **Grading Information**, Section titled, **Grading System**: *"Louisiana Christian University employs a 4-point grading system with the standard marks, "A," "B," "C," "D" and "F" as acceptable grades."* The BSW Program also follows University policy concerning the requirement that, "a grade of 'C' or better must be earned in each course of the major field of study" (Louisiana Christian University Undergraduate Catalog Graduation Requirements).

University Policies Related to Repeating Courses:

If a student earns less than a C, the student must repeat the course if they still desire to continue in the major. The BSW Program follows the University academic policy relevant to repeating courses, found in the current Undergraduate Catalog, under the tab **Registration Information: Repeating Courses**, and is stated as follows:

Students may repeat courses but will receive credit only once toward fulfillment of requirements for a degree. A student may have the prior grade removed from the cumulative GPA in the following circumstances: Courses in which the student earned a grade of D, F, FA or WF may be repeated and have the prior grade removed from the cumulative GPA. However, the University limits the number of times students may attempt a credit-earning course to three, and limits the number of times students may attempt a remedial, add-on-credit course to two...A student may have the prior grade removed from the cumulative GPA in the following circumstances: Courses in which the

student earned a grade of D, F, FA, W, WP, or WF may be repeated and have the prior grade removed from the cumulative GPA. **Courses repeated under this policy must be repeated at Louisiana Christian University**

3.6 b. Program Specific Policies for Evaluating Academic Performance

The BSW program faculty specify their course grading policies and methods of course evaluation in each course syllabus and communicate these verbally to students on the first day of class each semester. The syllabus is posted on the Course Dashboard in Canvas under the Syllabus tab. Each syllabus includes the grading scale, specifications of weighted grading if applicable, and a brief description of each method of evaluation used in the course, such as exams, papers, projects, etc. Course instructors frequently use rubrics for certain course and competency assessments, which are typically provided to students in advance by posting the rubric along with assignment instructions in the Canvas Course Dashboard. Based upon students' performance and final grade averages, final grades are assigned to students for each course and submitted to the Registrar office upon completion of the semester.

3.6 c. Progressing through the Social Work Curriculum:

It is the policy of this program that students may not progress through the social work curriculum as a social work major if a grade of less than a "C" is earned in a core social work course. To be admitted to the BSW program, students must have earned a minimum cumulative GPA of 2.0. After admission, students are required to maintain at least a 2.0 overall GPA to remain in good standing within the program. In addition, students must earn and maintain a minimum 2.5 GPA in their social work coursework. The 2.5 social work GPA requirement serves as a prerequisite for eligibility to apply for Field Practicum and demonstrates students' readiness for advanced professional practice experiences.

If a student is unable to earn a grade of "**C**" or higher after repeating a required course and has declared Social Work as a major but has not yet met the requirements for admission to the Social Work Program, the student's advisor may counsel the student to consider an alternative major. This recommendation is intended to promote timely academic progress and minimize the accumulation of credit hours in a program for which the student may not ultimately qualify. Academic advising is an essential component of student success, providing guidance in the development of corrective action plans and informed academic decision-making.

3.6 d. The Importance of Academic Integrity in Evaluating Academic Performance

The BSW Program places the highest value on academic integrity and expects all students to demonstrate honesty, responsibility, and ethical conduct in their academic work. Consistent with the core social work value of integrity as outlined in the NASW Code of Ethics, students are expected to produce original work, appropriately acknowledge the contributions of others, and adhere to all University policies regarding academic honesty.

To promote academic integrity, faculty communicate expectations for scholarly writing, proper use of sources, and adherence to current APA Style guidelines in all courses. All major written assignments and research papers are submitted through the Copyleaks plagiarism detection tool

integrated within Canvas. Faculty carefully review student work to identify potential concerns related to plagiarism, unauthorized use of AI, unauthorized use of sources, fabrication, cheating, or other violations of academic integrity. In addition, every course syllabus includes a University Policy Acknowledgement statement. Prior to accessing course materials in Canvas, students must complete a Syllabus Acknowledgement Form affirming that they have reviewed and understood University policies, including the Undergraduate Student Expectations and the University's *Academic Integrity Policy and Procedures*, located in the *LCU Student Handbook*. Any suspected violation of academic integrity is addressed in accordance with established University policies and procedures.

The BSW Program recognizes that academic integrity is essential to student learning, professional preparation, and the development of competent and ethical social work practitioners.

3.6 e. Evaluation of Students' Professional Performance

As stated previously in section **2.11, *Ethical Conduct and Professionalism***,

The Louisiana Christian University BSW Program recognizes the importance of ethical social work practice with all client populations across all types of agency settings and levels of practice. Therefore, when participating in course-related observations and community activities, engaging in volunteer service through the program, or completing field practicums, BSW social work students are expected to adhere to the values and ethical principles outlined in the current National Association of Social Workers (NASW) Code of Ethics, which is available online and through various course resources.

In addition, BSW students at LCU are expected to conduct themselves within the framework of Christian values and ethics supported by the Louisiana Christian University Student Code of Conduct, found in the 2025-26 LCU Student Handbook Section. Titled, ***Code of Student Conduct Policies and Procedures***. The introductory statement for the Code of Student Conduct states: "The Louisiana Christian University Code of Conduct exists to reinforce Christian values, to further community and individual responsibility, to ensure personal safety, and to instill respect for the rights of others" (p. 91). The Code of Student Conduct further states: "It is designed to be redemptive and intentionally facilitate reconciliation between the offending student and the University community" (p. 91).

The BSW Program maintains that students preparing for a career in social work are expected to demonstrate a high level of professionalism. Demonstration of professionalism is exhibited through all forms of communication, one's dress/outward appearance, punctuality, self-awareness, respect for others, and valuing diversity without imposing one's own values on others. It is important to remember that professionalism demonstrated during the student's time in the program, including Field Practicum, can have a significant impact on references that faculty members or field supervisors may later be asked to provide. Also, failure to abide by these standards of professional conduct may jeopardize a student's grade, program admission or continuation in the program. A violation of this policy may warrant a meeting with faculty to remediate the specific situation.

3.6 f. The Importance of Academic Integrity in the Evaluation of Students' Professional Performance

Professional integrity is a foundational expectation of social work education and practice. The BSW Program evaluates students not only on academic performance but also on behaviors consistent with the ethical standards and professional values of the social work profession. The NASW Code of Ethics serves as the guiding framework for evaluating professional conduct, particularly with regard to honesty, accountability, ethical decision-making, and professional responsibility.

The Code of Ethics states in Standard 4.04 that "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception." Likewise, Standard 4.08(b) states that "Social workers should honestly acknowledge the work of and the contributions made by others." These principles extend beyond classroom assignments and apply to all aspects of professional performance, including interactions with faculty, peers, clients, community partners, field agencies, and University personnel. Students are expected to demonstrate honesty and integrity in professional communications, field education activities, documentation, reporting of hours and experiences, class participation, and interactions within academic and practice settings. Behaviors such as falsification of information, misrepresentation, breach of confidentiality, dishonest reporting, unethical use of technology, or conduct inconsistent with professional social work values may result in a review of the student's professional performance.

Concerns regarding professional integrity are evaluated through the BSW Program's professional performance review processes and, when warranted, may result in corrective action plans, referral to the university's Academic Affairs Committee, or other actions consistent with Program and University policies. The purpose of this process is to support student development while ensuring that graduates demonstrate the professional competence and ethical behavior expected of entry-level social workers.

These expectations reinforce the profession's commitment to integrity and help ensure that students are prepared for ethical and effective social work practice.

3.7 Due Process Policies for Academic and Professional Misconduct Concerns and Due Process for Program Termination

3.7 a. Due Process Policy for Academic Performance Concerns

The BSW Program is committed to providing students with fair and equitable procedures when concerns arise regarding academic performance. Students are expected to maintain the academic standards required by the University and the BSW Program, including adherence to the University's Academic Integrity Policy and the minimum GPA requirements for continuation in the program. When academic concerns are identified, including but not limited to academic integrity violations, failure to maintain the required GPA, unsatisfactory course performance, or other academic deficiencies, the following due process procedures will be followed:

1. The student will be notified in writing of the specific concern(s) and provided an opportunity to meet with the appropriate faculty member(s) to discuss the matter.

2. The faculty member(s) and student will review the concern(s) and identify available options for resolution.
3. If warranted, a written Corrective Action Plan will be developed that identifies:
 - a. The nature of the academic deficiency;
 - b. Required remediation activities;
 - c. Timelines for completion;
 - d. Criteria for successful resolution; and
 - e. Consequences for failure to meet the requirements of the plan.
4. The Corrective Action Plan will be signed by the student and the appropriate faculty member(s) and placed in the student's program file.
5. During the remediation period, the student may be placed on academic probation or other status deemed appropriate by the BSW Program.
6. At the conclusion of the remediation period, program faculty will review the student's progress and determine whether:
 - a. The concern has been satisfactorily resolved;
 - b. The remediation plan should be modified or extended; or
 - c. Additional action is warranted.
7. Students retain all rights afforded through the University's Grade Appeal and Academic Complaint procedures. Students who wish to challenge a course grade or academic decision may do so through the University Grievance Procedure for Grade Appeals as outlined in the Louisiana Christian University Student Handbook, 2025-26, Section titled *Academic Appeal Procedure* pp. 21-22. **This Policy is stated below:**

ACADEMIC APPEAL PROCEDURE

A student who questions the validity of a test grade or final grade must pursue the following steps when appealing.

1. Student must confer with the faculty member with whom the problem is questioned. Students should schedule a meeting with the instructor explaining that they would like to appeal a test grade or a final grade and why they feel the grade that they received is not correct. Before the meeting, the student should review the class syllabi and gather any documentation that shows any variance. Following the meeting with the instructor, if the student is still not satisfied with the solution by the instructor, the student should:
2. Consult with the appropriate department coordinator, division chair and/or dean. Students should schedule a meeting with the department coordinator, division chair, and/or as soon as possible after meeting with the instructor of the course. If there is a department coordinator, students should meet with the coordinator before meeting with the division chair. Students should only meet with a division chair if there is no department coordinator or if the student is still not satisfied with the results of the meeting with the class instructor. The student should bring the class syllabi and any pertinent information and documentation to the meeting with the coordinator, chair, and/or dean. Students should also be prepared to give a detail summary of the meeting with the class instructor. If after the meeting with the division chair and a satisfactory explanation or solution has not been found,

3. The student may set forth the grade appeal in writing and submit the letter in a sealed envelope to the Vice President for Academic Affairs located in Alexandria Hall, Room 131. The appeal should be filed no later than thirty (30) days after the grade has occurred to assure that materials relative to the matter will still be available for review. Students should give a detailed explanation in the letter of why they think there is a problem or the grade is incorrect. The student should attach the course syllabi along with any documentation showing why the grade is not correct. The student should also explain the details and the results of the meetings with the course instructor and the department coordinator, division chair, and/or dean. Students should list their telephone number and address on the letter submitted.
4. The Vice President for Academic Affairs will contact the faculty member (course instructor) to request a written response to the student appeal.
5. The Vice President for Academic Affairs will review the response from the faculty member and the appeal to render a decision.
6. If needed, the student and/or faculty member may be contacted for a meeting with the Vice President for Academic Affairs.
7. The Vice President for Academic Affairs will make a decision regarding the grade and will submit the ruling in a letter to the student.
8. The Vice President for Academic Affairs decision will be the final action for the grad

The BSW Program seeks to support student success whenever possible through early intervention, advising, and remediation while maintaining the academic standards necessary for professional social work education.

3.7 b. Due Process Policy for Professional Performance Concerns

Professional performance is evaluated separately from academic performance and is based upon the student's demonstrated adherence to the values, ethics, and professional standards of the social work profession. The NASW Code of Ethics, the BSW Program's Code of Ethical Conduct and Professionalism, University policies, and field education requirements serve as the basis for evaluating professional performance.

When concerns arise regarding a student's professional behavior, the following due process procedures will be followed:

1. The student will be informed of the concern(s) and provided an opportunity to discuss the matter with the faculty member(s), Field Supervisor, Field Education Director, or other appropriate parties.
2. The student will be informed of the specific behaviors, actions, or performance concerns that are inconsistent with professional standards.
3. Program faculty may require the student to participate in a meeting to review the concern(s) and determine appropriate corrective actions.
4. If warranted, a written Corrective Action Plan will be developed that identifies:
 - a. The professional performance concern;
 - b. Expected behavioral changes;
 - c. Remediation activities and supports;

- d. Timelines for completion; and
 - e. Criteria for successful resolution.
5. The student may be placed on professional performance probation or suspension status during the remediation period.
 6. Faculty will review the student's progress according to the timelines established within the plan and determine whether:
 - a. The concerns have been resolved;
 - b. Additional remediation is necessary; or
 - c. Further action should be considered.

Field Education Due Process Policy for Professional Performance Concerns

Because Field Practicum serves as the signature pedagogy and capstone experience of the BSW Program, professional performance concerns arising in field education are addressed through the procedures outlined in the BSW Field Practicum Manual, 2025-2026, pp. 14-15, as stated below:

Field Practicum Grievance Policy

If a student has a grievance while in practicum, the student's first response should be to resolve with the person directly involved. If this fails, then the student should discuss the matter with the Field Supervisor. If this does not resolve the matter, the student would then go to the Field Education Director. Students who feel they have been treated unfairly have the right to use the appeal procedures without fear of coercion, harassment, or intimidation for making an appeal. If not satisfactorily resolved, the student can then discuss the situation with the BSW Program Director. At this point, if the grievance is still unresolved, the student can utilize the Academic Appeal procedure outlined in the Louisiana Christian University Student Handbook and the BSW Student Handbook.

If an agency has a grievance with the student, the student should be made aware and given the chance to correct the issue. The Field Supervisor will fill out the Field Supervisor's Concerns Form (See Appendix C) to document the issue to discuss with the student and a copy is to be provided to the Field Education Director. If this does not prove satisfactory, the agency should then request a meeting with the Field Education Director and student to discuss the concerns. However, if the concern involves a breach of confidentiality, ethics, or agency policy, then the Field Education Director should be notified immediately. After meeting with all parties involved, the Field Education Director may seek consultation with the BSW Program Director. If a resolution cannot be reached, the student can be removed from the practicum and may or may not be reassigned to another practicum.

If an agency deems it necessary to 'terminate' a student, they must notify the Field Education Director immediately. A meeting will be initiated by the Field Education Director with the student, in a timely manner, informing the student of the termination and the reasons behind it. Proper documentation from both the agency's Field Supervisor and the Field Education Director will be completed detailing what occurred and reasons for the termination. This information will become a part of the student's file.

Field Practicum Remediation Plan

At any time during the Field Practicum, should a student fail to meet the requirements, including those set forth by the agency, the student may be removed from the field agency. A grade of 'F' or an incomplete (I) may be assigned depending on the circumstance(s) surrounding removal. In the case of a grade of 'F', the student would be required to meet with the Field Education Director for remediation training/counseling for one hour per week for six weeks before reapplying for Field Practicum and registering for the field courses in the next term. In the case of an incomplete (I), the student would be required to meet with the Field Education Director to process the removal prior to placement in another agency. In either case, this will cause the student's graduation to be delayed. Should a student fail to achieve a grade of 'C' or higher, in either the Field Practicum or Field Seminar courses (436 or 438), the student will be required to retake that course and complete the corresponding hours and assignments it includes.

3.7 c. Due Process Policy for Program Termination

The BSW Program is committed to providing students with a fair and transparent process before any decision regarding dismissal or termination from the program is made.

Program termination may result from serious or repeated academic deficiencies, academic misconduct, professional performance concerns, ethical violations, unsuccessful remediation efforts, or field education performance concerns as outlined in program policies.

Prior to termination, the following procedures will generally apply unless the severity of the misconduct warrants immediate action:

1. The student will receive written notification of the concern(s) that may result in termination from the program.
2. The student will be afforded an opportunity to meet with the BSW Program Director and/or designated faculty members to discuss the concern(s) and provide information relevant to the review.
3. Program faculty will review all relevant information, documentation, evaluations, and remediation efforts.
4. When appropriate, a written Corrective Action Plan will be implemented before termination is considered.
5. During remediation, the student may be placed on probationary or suspension status.
6. At the conclusion of the remediation period, faculty will evaluate the student's progress and determine whether:
 - a. The student has met the conditions for continued enrollment;
 - b. Additional remediation is warranted; or
 - c. Termination from the program should occur.
7. If the student fails to meet the expectations outlined in the Corrective Action Plan, or if the concerns cannot be satisfactorily resolved, the BSW Program Director, in consultation with program faculty, may terminate the student's enrollment in the BSW Program.

Appeal Rights

Students terminated from the BSW Program may appeal the decision through applicable University grievance and appeal procedures. Decisions involving course grades may be appealed through the University Grade Appeal Process. Decisions arising from field education concerns may be addressed through the Field Education Grievance Procedure and, if unresolved, through the University's Academic Complaint procedures as described in the University Student Handbook.

The BSW Program will ensure that all students are afforded due process, an opportunity to respond to concerns, and access to established University appeal procedures before final termination decisions are implemented.

3.8 Student Retention

The Bachelor of Social Work Program at Louisiana Christian University is committed to student engagement and retention. The faculty members work to ensure that all students in the program have the support and encouragement they need to complete their degree. The retention policy is twofold in that the education and welfare of our students is extremely important to the well-being of the program and that the program produces competent generalist social work practitioners. The Social Work Program has an ethical and professional obligation to ensure that students pursuing and completing the program meet the CSWE Educational Policies and Standards of Accreditation. Acceptance of less than competent performance in the program and the profession may potentially pose a threat to the communities and populations we serve. Students are required to meet the standards set forth in the 2022 EPAS of CSWE by integrating and applying competencies and their component behaviors in all phases of the educational process in the Social Work Program. If a student fails to meet these standards, then student enrollment in the program can be terminated after due process of the program guidelines for termination, to be explained in the following section. Also, a student's enrollment in the program may be jeopardized by the student not adhering to the LCU Student Code of Conduct as described in the Louisiana Christian University Student Handbook. Again, social work faculty advisors will make every effort to assist a student who is struggling, whether in the area of grades or personal issues, and to obtain any necessary referrals to aid the student in working toward resolution of these issues.

3.9 Termination from Program

3.9 a. Termination Policy for Academic Performance Misconduct

Following admission to the BSW Program, a student's enrollment in the program may be terminated for academic reasons, including the following:

1. Violation of LCU's Academic Integrity Policy, including but not limited to plagiarism, cheating, fabrication, falsification, unauthorized use of artificial intelligence or other technologies, or any other act that compromises academic integrity. Students should refer to the Academic Integrity section of this handbook and the Louisiana Christian University Student Handbook for additional information regarding academic integrity policies and procedures.

2. Failure to maintain the minimum cumulative GPA of 2.0 and Social Work specific GPA of 2.5 required for admission to and continuation in the BSW Program.
3. Failure to successfully complete an approved corrective action plan designed to address academic deficiencies within the timeframe established by the student's academic advisor and/or program faculty.
4. Termination of the student's enrollment at the University for academic reasons, which automatically results in termination from the BSW Program.

3.9 b. Termination Policy for Professional Performance Misconduct

Following admission to the BSW Program, a student's enrollment in the program may be terminated for professional performance concerns, including the following:

1. Failure to demonstrate behavior consistent with the values, ethical principles, and standards of the NASW Code of Ethics and/or the BSW Program's Code of Ethical Conduct and Professionalism, as outlined in Section 2.11 of this handbook.
2. Failure to comply with Louisiana Christian University Student Policies and the Student Code of Conduct, as outlined in the University Student Handbook.
3. Failure to successfully complete an approved corrective action plan designed to address identified professional performance concerns within the timeframe established by the student's academic advisor and/or program faculty.
4. Failure to complete the Field Practicum in accordance with an approved plan established by the Field Education Director, or removal from a field placement due to concerns regarding the student's professional conduct, ethical behavior, suitability for practice, or overall field performance.
5. Professional behaviors that demonstrate an inability or unwillingness to meet the ethical and professional standards expected of social work students and future practitioners, as determined through the program's professional performance review process.

IV. FIELD PRACTICUM PROCEDURES: 4.0

4.1 Placement Prerequisites

In order to be considered for Field Practicum, the student must have earned an overall GPA of at least 2.0 and a social work GPA of at least 2.5, and must have completed all social work courses, except for Social Work 436, 438, and 450. The student must have made prior application, completed interviews, attended the social work program's student orientation, and must have the Field Practicum Director's permission to start the placement. In a situation where the student has remaining courses to take (along with SW 436, 438, & 450) the following policy will apply:

- In order to take 1 additional class (total of 15 hours) the student must have, at the time of application, at least a 3.0 GPA overall.
- In order to take 2 additional classes (total of 18 hours) the student must have, at time of application, at least a 3.5 GPA overall.

*Any exceptions to the above policy must be made first through an appeal to the BSW Program Director, and if needed, through an academic appeal with the Provost/VPAA's office.

4.2 Application to Field Practicum

At the end of the junior year, social work majors who have met the prerequisites for the placement can make application to begin Field Practicum for the spring semester of their senior year. Application forms may be obtained on-line or from the Social Work Department. A copy of this form is located in Appendix C1 of the Field Practicum Manual. This form must be completed and submitted to the Field Education Director by the semester prior to Field Practicum.

Students can express their preferences concerning Field Practicum assignments through the application process. Where possible, a student is placed at the agency of choice, if the agency requested can provide the experiences necessary for the student and if the agency is able to take a student for the entire block placement. This is not always possible. In such situations, alternative arrangements are made.

Once application for the Field Practicum has been made, the Field Education Director meets with the student to discuss Field Practicum possibilities. The Field Education Director will then collaborate with the potential agencies and supervisors in order to secure a placement which can best meet the student's learning needs. The Field Education Director will give the student the name and number of the designated supervisor, and the student is then responsible for arranging an interview within 1-2 weeks. Following the interview, the Field Education Director will contact the agency supervisor to confirm the agency's and supervisor's receptiveness toward placement of this student. If it is determined that the student is a fit for the agency, plans are finalized for the student to begin placement. Representatives of the University and of the agency sign a formal Inter Institutional Agreement when the decision about placement is made. (See Appendix C2 of the Field Practicum Manual) The student may not begin placement until this formal agreement is signed and returned.

4.3 Special Circumstances

- 1) In rare instances where a student is working at an agency, special arrangements can be made for the practicum to be completed at that same agency. (See Employment Based Field Policy in Field Practicum Manual)
- 2) A social work intern may be paid at the discretion of an individual agency, however, the student should not be considered an employee of the agency while fulfilling the role of an intern. This is distinctly different from "Employment Based Field Education."
- 3) In the event that a CSWE-approved and LABSWE registered/licensed social worker is not on-site at an agency, a Louisiana Christian University social work faculty member, other than the Field Education Director, will serve as the student's Field Supervisor. The faculty supervisor will meet with the student weekly to perform all of the duties of the agency field supervisor and will also coordinate with any on-site task supervisor concerning the student's educational needs and assessment of student's learning goals. Both the LCU Faculty Field Supervisor and the agency task supervisor will meet with the Field Education Director at the agency for the mid-term site visit.

4) While international Field Practicums and interstate placements that are purpose-oriented are encouraged, the BSW Program Director and BSW Field Education Director must approve in advance such circumstances, due to how senior year courses may be affected. Currently, the senior courses SW 450 (Ethics) and SW 438 (Field Seminar) are not regularly offered in a distance learning format and are meant to be taken concurrently with the Field Practicum, SW 436. Advance planning (6-12 months) with the Field Education Director and Course Instructors are necessary when out of state/country placements are desired, in order to accommodate the aforementioned learning needs, and to approve any potential DIS (Directed Independent Study) courses that may result from these types of placements.

4.4 Selection of Agencies

Selection of agencies to serve as Field Practicum sites is based on the following criteria:

1. The agency must adhere to the ethical standards and value base of the social work profession.
2. The agency must not participate in discriminatory practices that block persons from access to services.
3. Agency social work staff should have a positive regard for undergraduate social work education in general, and a positive regard specifically for the Christian values of the social work program at Louisiana Christian University.
4. The agency must be able to provide a qualified agency social worker to provide supervision for the student. In the event that a CSWE-accredited social worker is not on-site, the Social Work Program Director or another qualified social worker will serve as the Field Supervisor.
5. The agency must be located within a relatively close distance from the University, but this does not preclude the student from doing a long distance or international placement with permission of the Field Practicum Director.
6. The agency must be able to provide a wide range of services, allowing the student field learning opportunities within a generalist practice context in order to apply classroom knowledge, values, and skills.
7. The agency must be able to provide the student with work space. Where an office is not available, the student should have access to a desk, a telephone, access to any technology necessary to complete field agency assignments, and support services from the staff.
8. The agency must be able to provide a work environment that promotes safety and security for staff and the social work student. In addition, the agency should provide orientation and in-service training on practices that reduce and minimize factors associated with elevated risk in the field practicum setting.

Agencies wishing to serve as Field Practicum sites complete an application form, giving information on the agency and on the experiences the agency can provide. These forms are available on-line, at agency orientation, and in Appendix C3 of the Field Practicum Manual.

4.5 Areas of Practice

Social work is a profession which is practiced in many different and challenging fields. While not exhaustive, the following list indicates the wide variety of practice fields available to social workers:

- Faith-Based Institutions
- Mental health: in-patient, out-patient, adult, adolescent, and child
- Medical: general hospitals, specialty units, public health clinics
- Terminal illness: hospice, home health care
- Corrections: adult and adolescent, probation and parole
- Child welfare: adoptions, child protection, foster care, family services
- International Agencies and Organizations
- Communities and Organizations
- Developmental disabilities
- Domestic violence
- Substance abuse
- Family services
- Homelessness
- Schools
- Older adults

*Each of these fields offers social work students an opportunity to engage in generalist social work practice at a variety of practice levels (micro, mezzo, and macro) with individuals, groups, and communities that include issues of social welfare, research, and policy practice to help ensure social justice and the well-being of all people.

4.6 Field Practicum Manual

The Field Practicum Manual is given to each student who completes the Social Work Field Practicum Application, is accepted into the program and is assigned a placement in a community agency or an agency located in another state or country. The Field Practicum Manual contains detailed information related to all aspects of the Field Practicum. The student will receive this manual upon attendance at the Field Orientation Session prior to beginning the practicum.

V. EQUITABLE AND INCLUSIVE OPPORTUNITIES FOR STUDENT INPUT AND PARTICIPATION IN THE IMPLICIT AND EXPLICIT CURRICULUM; PROGRAM AND STUDENT RESOURCES AND OPPORTUNITIES, 5.0

5.1 Policy to Ensure Equitable and Inclusive Opportunities for Student Input and Participation in the Implicit Curriculum

5.1 a. Policy on Equitable and Inclusive Opportunities for Student Input in the Implicit Curriculum

The Bachelor of Social Work Program is committed to promoting an equitable and inclusive learning environment by providing all students with meaningful opportunities to offer input regarding the implicit curriculum. Student perspectives are valued as an essential component of

continuous program improvement and are solicited through multiple avenues designed to ensure accessibility and inclusivity.

Students are provided opportunities to share feedback regarding their experiences in the learning environment, such as program climate, student support, field education experiences, and overall program effectiveness through mechanisms including, but not limited to:

- Program exit surveys completed by all students;
- Course evaluations completed by all students that have questions regarding learning environment, in addition to curriculum input;
- Meetings with program faculty and administration;
- Student feedback collected through the Social Work Club; and
- Opportunities to provide recommendations to the Professional Advisory Committee through student representatives or designated feedback processes.
- Field Seminar Journals and Discussions

Student input is reviewed and considered by program faculty and administration as part of ongoing assessment, planning, and continuous quality improvement efforts. The program strives to ensure that all students, regardless of background, identity, or status, have equitable opportunities to express their perspectives and contribute feedback regarding the educational environment.

5.1 b. Policy on Equitable and Inclusive Opportunities for Student Participation in the Implicit Curriculum

The Bachelor of Social Work Program is committed to providing equitable and inclusive opportunities for all students to actively participate in the implicit curriculum and contribute to the life of the program. Student participation is recognized as an important element of professional development, leadership growth, community engagement, and program effectiveness.

Students are encouraged and provided opportunities to participate in program-related activities and decision-making processes through mechanisms including, but not limited to:

- Membership and leadership positions within the Social Work Club;
- Representation and participation on the Program's Professional Advisory Committee, when applicable;
- Attendance at program meetings, workshops, service activities, and special events;
- Participation in program assessment and accreditation-related activities; and
- Engagement in student-led initiatives, advocacy efforts, and professional development opportunities.

The program seeks to ensure that participation opportunities are communicated broadly and are accessible to all students. Consistent with the profession's commitment to diversity, equity, inclusion, and belonging, students are encouraged to engage in program activities regardless of race, ethnicity, age, gender identity, sexual orientation, disability status, religion, socioeconomic status, or other aspects of identity. The program actively promotes an environment in which all students are welcomed, respected, and supported in their participation.

5.2 Policies for Ensuring Equitable and Inclusive Opportunities for Student Input and Participation in the Explicit Curriculum

5.2 a. Policy on Equitable and Inclusive Opportunities for Student Input in the Explicit Curriculum

The BSW Program is committed to ensuring equitable and inclusive opportunities for all students to provide input regarding the explicit curriculum. Student feedback is recognized as a valuable component of program assessment, curriculum development, teaching effectiveness, and continuous quality improvement.

To support meaningful student input, all students are provided opportunities to share feedback concerning courses, instructional practices, grading policies, curriculum content, and their educational experiences through mechanisms that include, but are not limited to:

- End-of-semester course and instructor evaluations;
- Discussions during program orientation regarding academic policies, grading procedures, and program expectations;
- In-class discussions and feedback opportunities facilitated by course instructors;
- Student feedback communicated through the Social Work Club;
- Student representation and feedback provided to the Professional Advisory Committee; and
- Informal and formal communication with program faculty and administration.

The program regularly reviews student feedback and considers student perspectives in efforts to maintain, evaluate, and improve the quality and effectiveness of the curriculum. The program is committed to ensuring that all students, regardless of background, identity, or status, have equitable access to opportunities for providing input regarding their educational experience.

5.2 b. Policy on Equitable and Inclusive Opportunities for Student Participation in the Explicit Curriculum

The BSW Program is committed to providing equitable and inclusive opportunities for all students to actively participate in the explicit curriculum and related educational experiences. Student participation contributes to academic success, professional development, leadership growth, and engagement with the social work profession.

Students are encouraged and provided opportunities to participate in the explicit curriculum through activities and experiences that include, but are not limited to:

- Active engagement in classroom discussions, collaborative learning activities, and course assignments;
- Participation in orientation sessions where academic expectations, grading policies, and program requirements are reviewed and discussed;
- Membership and leadership opportunities within the Social Work Club;
- Membership and leadership opportunities within Phi Alpha National Honor Society, when applicable;
- Participation as student representatives on the Professional Advisory Committee, when applicable;

- Involvement in academic, professional development, service-learning, and program-sponsored activities that support curriculum goals and student learning.

The program seeks to ensure that participation opportunities are communicated broadly and made accessible to all students. Consistent with the values of the social work profession, the program promotes an educational environment that respects diverse perspectives and encourages meaningful engagement by all students in curricular and co-curricular activities that support learning and professional growth.

5.3 Social Work Program Opportunities for Students to Organize in their interests

The Social Work Program at Louisiana Christian University sponsors two specific student organizations that give students the opportunity to organize in their interests. These organizations are intentionally structured and promoted as student-led initiatives.

5.3 a. Social Work Club

Louisiana Christian University Social Work Association (LCUSWA), primarily referred to by students as the “Social Work Club.”

Social work majors and minors have the opportunity to participate in and belong to the Louisiana Christian University Social Work Students’ Association, better known as the “Social Work Club.” The Social Work Club is recognized and approved as a student organization by the Student Government Association (SGA) at Louisiana Christian University, having a chartered constitution which governs the clubs’ membership requirements and responsibilities. Thus, the club is eligible for annual funding and representation at the President’s Table meeting each month. The club annually elects officers who serve in leadership roles to aid in the organization of the club’s efforts.

The club holds monthly officer meetings and membership meetings to encourage participants to voice their ideas and interests related to student involvement in campus and community activities. The club plans and implements service projects, both on the campus and in the surrounding community. This gives members opportunities to develop their advocacy skills, as well as micro and macro practice skills. Members of the club often advocate for vulnerable populations, gaining exposure to a variety of practice areas available, and local agencies in which these take place. The club also allows students to experience community in the context of the larger campus. For example, the club creates a homecoming float and participates in the annual Louisiana Homecoming Parade. The club also participates annually in the Louisiana Christian University *Activities Expo* in which students promote the club and the major of social work to the larger student body. The students in the Social Work Club also desire to promote inclusivity among the larger student body by hosting an annual International Student Party, inviting all international students on campus. Another way the club desires to promote inclusivity is by hosting a welcome party for new social work majors.

Membership in the Louisiana Christian University Social Work Student Association is open to all social work majors and minors who meet the Louisiana Christian University SGA student organization eligibility criteria described in the Louisiana Christian University Student Handbook. This includes a minimum GPA of 2.00 which must be maintained for club

membership. Dues are five dollars per semester or ten per year and help to offset the costs of club activities. BSW Program faculty members serve as club co-sponsors for the organization.

5.3 b. Phi Alpha National Honor Society

In November of 1995 an Epsilon Sigma Chapter of Phi Alpha National Social Work Honor Society was formed at Louisiana Christian University. Phi Alpha is an official member of the Association of University Honor Societies (ACHS). An undergraduate student is eligible for active membership after achieving the following requirements:

1. Have declared social work as a major
3. Completed 9 semester hours of required social work courses
4. Rank in the top 35% of all social work majors rank ordered by GPA in the LCU BSW Program

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work (Phi Alpha Honor Society for Social Work Chapter Handbook, Mission, p. 7).

Students who are members of Phi Alpha are encouraged to nominate and elect officers, and to work with club advisors to plan and implement one activity that promotes scholarship, community service, and leadership development each year. New members pay a one-time \$40 fee which includes the lifetime membership dues paid to Phi Alpha as well as the local chapter fee to help cover the costs of the induction ceremony. Students participate in an induction ceremony and receive a membership certificate. Social work faculty are the co-sponsors of the University chapter.

5.4 Department of Social Work Resources

5.4 a. Multi-media Classroom

The Department of Social Work houses a 28-seat multi-media classroom featuring an 85-inch monitor and collaborative seating arrangements with charging stations (AH 244) This multi-media room is primarily used for courses offered within the School of Social Work; however, other departments may use the space, as well as clubs or students when classes are not in session.

5.4 b. Conference Room/ Classroom

The room adjacent to the division suite (242) is also available for students' use for study, relaxing, group work, or meetings, if no classes are being held at that time. This room is generally open from 8:00 a.m. to 5:00 p.m. Monday through Thursday and until noon on Fridays pending class or faculty meetings.

5.4 c. Reference Resources Available within the Department

Additionally, a social work student can find an APA Manual, Social Work Dictionary, Social Work Encyclopedia, and several other resources available through the department's social work faculty. These resources are intended to aid the student in research and writing social work

papers.

5.4 d. Information Concerning Opportunities

There are also bulletin boards within the School of Social Work posted next to the offices of the professors from those disciplines. For BSW students, the bulletin board is located between Room 242 and office 261, and it has information/brochures from various graduate programs of social work. Also posted is information related to the social work program concerning local, state, national and global opportunities for social work students. Students are free to browse through them and ask the social work faculty members any questions related to the postings.

5.5 Library Resources

The social work courses taken at Louisiana Christian University 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. Several social work courses have Library Guides also known as Research/Course Guides, to give specific instruction in research for certain upper-level courses. These may be accessed through a link on the library home page of the Louisiana Christian University website and on the Bachelor of Social Work Program homepage under *Academic Information*.

The Richard W. Norton Memorial Library provides technologically enriched resources, services, and spaces to foster a community of collaborative teaching, learning, and research. In seeking to fulfill its mission, the library strives to be a key partner in students' academic pursuits, collaborating to achieve success together.

Resources: The library collections include approximately 95,000 physical items (books, media, and serials) and approximately 529,000 electronic items (471,000 e-books, 117 aggregated databases, 780 streaming media, and 58,000 e-journals). The library serves as a select depository for federal and state government documents.

Access:

During the fall and spring semesters, the library is open 70.25 hours per week. The operating schedule is reflected in the table below.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5:00 pm – 10:00 pm	7:45 am – 10:00 pm	7:45 am – 10:00 pm	7:45 am – 10:00 pm	7:45 am – 10:00 pm	7:45 am – noon	10:00 am – 2:00 pm

Library hours are extended beginning the week before final exams through the last day of final exams, offering 75.25 hours of operation per week. The library observes all university holidays and closures. Hours of operation are noted on our library website as posted on doors and social media platforms. During hours of operation, the library's physical collections are available to registered users. Online collections are available 24/7 via the library's website. Authorized users may access electronic resources via OCLC's EZproxy authentication software.

*A wheelchair ramp and indoor elevator allow access to the building and all floors, respectively.

Course Reserves: Each semester, faculty may choose to place reading materials on reserve for equitable access and use. Course reserves are searchable in the library's online catalog, LCUCat, and are typically available for student use in three-hour increments, although faculty may choose other loan periods at their discretion. Materials are available at the library's circulation desk. Course reserves are facilitated through the library's Circulation Services department.

Services/ Borrowing: In addition to traditional borrowing services for the library's physical resources, the library participates in several reciprocal borrowing programs. Within the state, authorized users may visit and borrow materials from other participating academic institutions. Nationally, authorized users may borrow materials from other institutions participating in the ACL Reciprocal Borrowing program. For information on borrowing limits, renewals, fees, etc., see the library's website.

Interlibrary Loan: Interlibrary loans (ILL) for physical books and journal articles are available to students at no cost; We are unable to accommodate e-books through ILL. Additionally, we are members of the LOUIS consortium, which allows members who hold a LOUIS reciprocal borrowing card to borrow materials from participating institutions. We are members of the Association of Christian Librarians (ACL) as well, which also allows reciprocal borrowing.

Limitations to ILL: Federal copyright laws apply. Verbiage is posted in the library's printing/copying area and reads as follows:

- The copyright law of the United States (Title 17 U.S. Code) governs the making of photocopies or other reproductions of copyrighted material.

Research Assistance: Qualified library faculty and staff use research and course guides, custom tutorial videos, an FAQ, on-site workshops, and classroom instruction to connect students with targeted resources and strategies for conducting research and completing assignments. In addition, research help is available via a variety of communication channels, including e-mail, phone, chat, and text. Research consultations may also be scheduled with a librarian to receive tailored personal research assistance.

Spaces: A variety of study spaces in the library accommodate the learning needs and preferences of students. Located on the first floor, "the commons" provides a comfortable, collaborative space ideal for large group project meetings and is equipped with several mobile whiteboards. Five group study rooms, which can be reserved in advance, offer more privacy for smaller group work. The computer lab offers 20 thin client computer workstations, which are loaded with the Microsoft Office Suite (Access, Excel, PowerPoint, Publisher, Word, etc.), Acrobat Reader, Internet browsers (Chrome, Firefox, IE), and media players (Windows Media and QuickTime). Wi-Fi is available throughout the building. Individual study carrels are available in the library book stacks. The library's coffee bar, Overdue Brew, provides complementary hot beverages for library visitors.

5.6 Academic Tutorial Services

There are many opportunities for students to receive academic support. For individual assistance, one should first contact the course professor. In addition, Louisiana Christian University has instituted the Student Success Center to assist students with all of their academic needs. The Louisiana Christian University 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 University 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 LCU'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 LCU students.

5.7 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.

The Writing Center provides 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.

5.8 Special Services and Disabilities Accommodations

Louisiana Christian University is committed to following Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 as amended in 2008, and other applicable federal and state regulations and university policies which prohibit discrimination on the basis of disability. Under these laws, students with a documented disability have a right to receive

reasonable accommodations. Students also have responsibilities under these laws. 38 Student Rights and Responsibilities Students with disabilities have the right to:

- An equal opportunity to learn.
 - An equal opportunity to participate in and benefit from the academic community. Students with disabilities shall be responsible for:
 - Registering with Student Success Center Special Services.
 - Submitting documentation of a disability from a qualified and appropriate professional that demonstrates how the disability affects/impacts a particular delivery system, instructional method, or evaluation criteria when requesting accommodations.
 - Completing a Student Success Center orientation prior to receiving accommodations.
 - Requesting accommodations through the Student Success Center each semester in a timely manner.
 - Meeting with faculty and other service providers to discuss accommodations as needed.
- Information about the disability is confidential.
- Notifying Student Success Center of any issues, concerns, or delays in receiving requested accommodations in a timely manner.
 - Meeting and maintaining fundamental academic standards of the Louisiana Christian University. Students who have greater needs may choose to enroll in the Student Success Center Special Services. Through this program, extensive individualized tutoring is arranged. Assistance can be provided with note taking, study skills, time management, research, paper writing, etc. Audio books are available. Test accommodations can be arranged, e.g., in a distraction-free environment or with extended time. Louisiana Christian University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student must take the lead in registering with Student Success Center Special Services and submitting requests for accommodations each semester. For more information, contact the Student Success Center (318-487-7629).

5.9 Student Counseling Services

Personal problems, whether from within or beyond the University environment, sometimes divert students from their educational goals. Confidential counseling appointments with a Master's level licensed counselor are available to students free of charge. Students may call 318-487-7420 to request an appointment or use the online booking link on the LCU website. These services are designed to help students address and talk about their concerns with the goal that they will be able to achieve personal and academic success.

5.10 Career Opportunities in Social Work

According to reports from the U.S. Department of Labor's Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, 2025 Edition, social work is one of the fastest growing careers in the United States. This handbook states the following:

Overall employment of social workers is projected to grow 6 percent from 2024 to 2034, faster than the average for all occupations.

About 74,000 openings for social workers are projected each year, on average, over the

decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Currently, over 800,000 people hold social work jobs. Child, family, and school social workers will be needed to help strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. However, employment growth for these social workers may be limited by state and local budget constraints.

Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.

Employment of mental health and substance abuse social workers is projected to grow as more people seek treatment for mental illness and for substance abuse, especially recovery from opioid use disorder. In addition, drug offenders could continue being directed to treatment programs, which are staffed by these social workers, as a supplement or occasionally an alternative to incarceration (U.S. Bureau of Labor Statistics, Job Outlook, Employment, 2025)

Of those who graduate with a BSW from Louisiana Christian University, approximately 80-90% seek an MSW or some choose to pursue other graduate degrees. The students who do not immediately attend graduate schools enter social work employment following graduation. This includes jobs in both the public and private sectors of agency practice. It is the exception rather than the rule that Louisiana Christian University social work graduates are unable to find social work jobs once they complete their education. Many of LCU Social Work graduates have job offers before or immediately after graduation.

VI. APPENDICES

6.1 Appendix A

Louisiana Christian University Application for Student Admission to Social Work Program

Completion of this form is a part of the process for admission into the Social Work Program at Louisiana Christian University. The information you provide will assist the social work faculty in evaluating your readiness to enter the program and in on-going advising as you continue your academic work at the university. It will also prompt your own evaluation of the skills and talents you bring to the profession. Knowingly making false written or oral statements during the admissions process could result in denial of admission to the program. Please use extra paper to complete the lengthy portions of your responses.

Date of Application: _____ **Student ID:** _____

Name: _____

Biographic/Demographic Information (Optional)

- **Information is needed by the program for statistical purposes.**

- **Age:** _____

- **Sex:** _____ Female _____ Male

- **Race:** _____ American Indian/Native American

_____ Asian or Pacific Islander

_____ African American/Other, Black

_____ Chicano/Mexican American

_____ Other Latino/Hispanic

_____ Puerto Rican

_____ White, Non-Hispanic

_____ Other Group(s)

(Specify) _____

- **Person with a Disability:** _____ Yes _____ No

Student's cell phone number: _____

Student's permanent living address: _____

Email Address (not LCU email): _____

Extracurricular Activities, Current Jobs, Interests, Hobbies:

Have you ever been convicted of a felony? _____ Yes _____ No

If you checked "yes," please explain the circumstances:

Educational Information

Current Classification: _____ Sophomore _____ Junior _____ Senior

Date Entered Louisiana Christian University: _____

Expected Date of Graduation: _____

Prerequisite courses completed: Students have completed a minimum of 30 credit hours of university curriculum. The courses must include, but are not limited to the following courses: (courses requiring grade no less than “C” are marked by *)

GRADE

Natural Sciences (4 hours):

Lecture	_____ (3)
Corresponding Lab	_____ (1)
English 101*	_____
English 102*	_____
History 104 (101)	_____
History 105 (102)	_____
Psychology 220	_____
Social Work 101*	_____
Math 101; 111; or 115	_____
Communication Arts 150	_____

Current Grade Point Average (Must Have Cumulative GPA of At Least 2.5): _____

What is Your Plan for Completing Any Pre-requisite Courses Not Yet Completed?

Professional Information

List and describe any paid or volunteer experiences you have had working with people, including individuals, families, groups, or communities. Please identify the setting, age groups, and nature of your work. Do not list observation experiences you have had as part of your education or coursework.

Personal Information

Discuss your reasons/motivations for wanting to become a social worker.

Who or what has been most influential in your decision to become a social worker?

Your definition of generalist social work practice: (in your own words)

Identify the values of Social Work Practice and briefly describe how they align with your values.

What do you see as your strengths and limitations in working with people?

Future Professional Plans are:

Please sign and date the following program pre-admission statements:

1. I have read the Louisiana Christian University Social Work Student Handbook and understand the requirements of the program. (This is located on the BSW Program Website)
2. I understand the core values of the social work profession and agree to attempt to reflect the principles that flow from them in carrying out the mission of the profession, which is to enhance human well-being and to help meet the needs of all people.
3. I give permission to the Louisiana Christian University Bachelor of Social Work Program to release the information contained on this application to those serving on the Social Work Admissions Committee.
4. I understand that admission to the social work major does not guarantee admission to Field Practicum and that the admission to Field Practicum requires a separate application.
5. I give my advisor permission to discuss my progress in the program with the Social Work Admissions Committee and Social Work Department faculty members.
6. I understand that although I am admitted to the Social Work Program, my progress will be monitored by the Social Work Faculty and the Social Work Admissions Committee, and they have the right and

responsibility to request reassessment of my suitability for the Social Work Program. I understand that I have the right to appeal any decision made by the Social Work Program Admissions Committee, utilizing the appeals process outlined in the Louisiana Christian University handbook and the BSW Program student handbook. I confirm that all questions on the application for the professional program have been answered truthfully and to the best of my ability. I understand that if it is discovered during the application process, or at any time afterward, that I have provided false and/or misleading information I may be subject to expulsion from the Social Work Program.

Signature

Date

NOTE: The date of your admission interview, as well as the names of the faculty and Advisory Committee members participating in the process will be given to you at a later date

6.2 Appendix B

Louisiana Christian University Social Work Program Admissions Committee Evaluation Form

Student's Name _____ Date _____

Committee Members in Attendance: _____

	Yes	No	Comments
Student has completed 30 semester hours			
Cumulative 2.0 GPA			
2.5 Social Work GPA			
Read & signed BSW Program Pre-Admission Statements			
Prerequisite courses completed			

Average Admissions' Score Based upon Program Application and Interview Rubrics: _____

Prerequisite Courses Completed: (courses requiring grade no less than "C" are marked by *)

GRADE

Natural Sciences (4 hours):

Lecture _____ (3)

Corresponding Lab _____ (1)

English 101* _____

English 102* _____

History 104 _____

History 105 _____

Psychology 220 _____

Social Work 101* _____

CA 150 _____

Other Central Curriculum Courses Completed: _____

6.3 Appendix C

Bachelor of Social Work Program Rubric to Assess Student Application and Interview

Student Applicant: _____

Date of Interview: _____

Committee Members present: _____

Scoring Guide:

Rating	Description
3 – Exceeds Expectations	Demonstrates strong readiness for professional social work education; consistently exceeds admission standards.
2 – Meets Expectations	Demonstrates adequate readiness for professional social work education; meets admission standards.
1 – Below Expectations	Demonstrates significant concerns regarding readiness for professional social work education; does not currently meet admission standards.

1. Professionalism and Communication Skills

3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Score/Comments
Arrives early or prepared for interview. Demonstrates professional appearance appropriate for the setting. Communicates clearly and confidently. Maintains appropriate eye contact and attentive body language. Demonstrates respectful engagement with all committee members. Voice volume, tone, and pace enhance communication.	Arrives on time and adequately prepared. Appearance is generally appropriate. Communicates effectively despite some nervousness. Demonstrates acceptable eye contact, listening skills, and professional behavior.	Arrives late or unprepared. Appearance is inappropriate for the setting. Communication is unclear or difficult to follow. Demonstrates poor engagement, limited eye contact, or distracting behaviors that interfere with communication.	

2. Understanding of the Social Work Profession

3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Score/Comments
Demonstrates strong understanding of generalist social work practice, social work values and ethics, diversity, equity, inclusion, vulnerable populations, and multiple levels of practice. Makes clear connections between personal goals and professional social work responsibilities.	Demonstrates basic understanding of core social work concepts, values, ethics, and service to diverse populations. Shows awareness of professional roles and responsibilities.	Demonstrates limited understanding of social work practice, values, ethics, diversity, or service to vulnerable populations. Unable to clearly explain the role of a social worker.	

3. Commitment to Service and Motivation for Pursuing Social Work

3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Score/Comments
Clearly articulates a commitment to serving individuals, families, groups, organizations, and communities. Demonstrates strong self-awareness regarding motivations for pursuing a social work degree. Provides thoughtful examples of experiences that influenced career choice.	Communicates a desire to help others and provides reasonable explanation for pursuing social work. Demonstrates adequate self-awareness regarding career goals.	Provides limited or unclear motivation for pursuing social work. Demonstrates minimal self-reflection or understanding of how personal experiences relate to professional goals.	

4. Written Application Quality

3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Score/Comments
Responses are thoughtful, thorough, and well organized. Demonstrates strong critical thinking, self-reflection, and personal insight. Writing is professional and nearly free of errors.	Responses adequately address prompts and demonstrate basic reflection and insight. Writing contains only minor errors that do not interfere with understanding.	Responses are incomplete, superficial, or lack reflection. Writing contains numerous errors or demonstrates limited effort.	

5. Academic Preparation and Prerequisite Coursework

3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations	Score/Comments
All prerequisite coursework completed successfully and applicant demonstrates strong academic readiness for upper-level social work coursework.	Nearly all prerequisite coursework completed; remaining coursework is in progress with a reasonable plan for completion before program entry.	Prerequisite coursework requirements are not met and completion plan raises concerns regarding readiness for admission.	

Total Score

Criteria	Score
Professionalism and Communication	____ / 3
Knowledge of Social Work Profession	____ / 3
Commitment to Service and Motivation	____ / 3
Written Application	____ / 3
Academic Preparation	____ / 3
Total	____ / 15

Additional Comments:

Overall Admission Recommendation

Admit with High Recommendation

13–15 points

- Applicant demonstrates strong readiness for professional social work education.

Admit with Faculty Monitoring/Development Plan

10–12 points

- Applicant meets admission standards but may benefit from support in one or more areas.

Admission Deferred or Not Recommended at This Time

5–9 points

- Applicant does not currently demonstrate sufficient readiness for admission. Additional preparation is recommended prior to reapplication.

****Any applicant scoring a "1" in **Professionalism/Communication** or **Commitment to Service** will not receive automatic admission regardless of total score.

6.4 Appendix D

Louisiana Christian University Social Work Program Decision Regarding Acceptance to BSW Program

Student's Name: _____

_____ Accepted into the social work program

_____ Provisionally accepted into the social work program

Contingency Plan: Student has one semester to complete any outstanding admission requirements. Failure to complete these requirements within the specified time frame may jeopardize acceptance into the social work program. Requirements to be completed in the FALL/ SPRING _____ semester:

_____ Not accepted into the social work program

Reason(s) not accepted:

_____ Student advised of decision; letter attached

Signed: _____

Date: _____

6.5 Appendix E

CSWE 2022 Educational Policy and Accreditation Standards Link

NASW Code of Ethics (2021) Link

*For the CSWE 2022 Educational Policy and Accreditation Standards in its entirety, please refer to the link:

<https://www.cswe.org/accreditation/policies-process/2022epas/>

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

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

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional

conceptual frameworks, to engage with clients and constituencies; and
b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families,

groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

***Added by Louisiana Christian University BSW Program

Competency 10: Distinctive to Louisiana Christian University Social Work Program:

Ethically Integrate Faith with Practice

- a. Analyze and reflect on one's personal faith worldview and compare it with the worldviews of others to evaluate how Christian values may align with or conflict with professional social work practice.
- b. Apply ethical decision-making frameworks to integrate faith principles into professional practice in ways that uphold social work values and standards.
- c. Demonstrate cultural competence by incorporating the Strengths Perspective and understanding diverse spiritual, religious, and faith experiences when working with clients, guided by Christian principles of respect and dignity, as all persons are believed to be created in the "Imago Dei" (image of God).

*For the NASW 2021 Code of Ethics, please refer to the link:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

VII. References

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