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Section 1.0 Preamble

Mission

The Anne and Henry Zarrow School of Social Work advances relevant and high quality knowledge and values of social work practice useful in preparing competent social workers who can elevate the status of people, populations or communities that experience considerable vulnerability and injustice within Oklahoma and the broader society.

Role and Purpose of Policy in the Life of the School

The purpose of the policy handbook of the Anne and Henry Zarrow School of Social Work communicates how the administration, faculty, students, and key stakeholders function in implementing those values the school has determined as central to an innovative institution within the social work profession at local, state, national and international levels.

The handbook first incorporates a broad scope of policies. This scope is broken down into important domains each of which guides the accountability, performance, and innovation of the school in a particular area. Second each policy that composes a particular domain is presented.

The policies represent an effort to portray a given policy as simply as possible and then to incorporate supporting detail or other requisite detail within various attachments to the policy. A handful of procedures accompany a policy so that those who are responsible for its implementation understand the principal steps the policy demands for effective implementation and use.

Much influences a given policy of the school including federal and state law, higher policy as established by bodies such as the board of regents and the board of governors, the college of arts and sciences, the graduate school, research administration, the profession of social work and its accreditation system. The school as a whole must manage multiple interfaces and ensure that a particular policy of the school fulfills external expectations and values in addition to the school’s mission and values.

The policy handbook as a living document—it is never complete and will require continuous revision and improvement. Its overall purpose is to achieve a “better” organization, an organization that is consistent with the mission and goals of social work and that makes those values visible in its practices.

Section 2.0 Vision and Goals

Vision and Goals of the Anne and Henry Zarrow School of Social Work

Vision

Because of its sustained innovation in social work pedagogy, inquiry, and engagement, by 2015 the University of Oklahoma Zarrow School will emerge as a school of national standing.

1. Graduating theoretically informed and culturally sensitive practitioners who are committed to and skilled in advancing the quality of life in the state through clinical, family, community, organizational or policy practice that includes working to alleviate poverty, discrimination, and oppression. Building and disseminating social work practice knowledge useful in addressing the needs of Oklahoma, and
2. Contributing nationally to advancing the social work profession.

**Common Goal**

For the purposes of remaining mindful of the great scope of the school’s activity we have coined a statement that will serve as our common goal:

We strive for local and statewide relevance while we seek national significance in all we do, including:

1. Offering a learning experience so powerful it transforms how students and faculty see the potential of social work and, as a consequence, draws to the school students from beyond the state of Oklahoma.
2. Undertaking inquiry that advances engagement in social work in innovative and profound ways.
3. Fostering and sustaining partnerships that integrate the provision of powerful social work services with transformative learning and action-oriented inquiry.

By virtue of this common goal, and the integration it represents over the domains of learning and instruction, inquiry, and civic engagement, the school earns considerable affection from multiple and diverse stakeholders located across the state of Oklahoma. This affection stands as our greatest resource.

**Program Goals**

The University of Oklahoma Anne and Henry Zarrow School of Social Work aims to:

1. Develop social workers who are critical thinkers and competent at practice infused by professional values and ethics.
2. Prepare social workers with the knowledge and systemic skills necessary for effective practice with diverse individuals, families, groups, organizations, and communities.
3. Respond to the professional practice needs of historically oppressed groups and diverse backgrounds in Oklahoma, the nation, and the globe.
4. Affect societal change by improving social service delivery systems through:
   - faculty and student scholarship, research, and/or creative activities;
   - service, leadership, and evaluation of state and national human service programs; and
   - innovative continuing education and advanced training for practicing social work professionals.

**Section 3.0 Principal Policy Domains and their Policies**

**3.1 Governance**

**Policy Number: 3.1.1**

**Policy Name: Direction of the School: Mission and Vision**

**Policy Statement:**

The Anne and Henry Zarrow School of Social Work will maintain a current and relevant mission statement that emphasizes the role of the school in the advancement of social work practice in Oklahoma, preparation of social work professionals for entry level and advanced practice, improvement of human services and social policies, and advancement of the knowledge base of the profession. In addition, the school will maintain a current and relevant vision statement that captures the aspirations of key stakeholders for the future success of the academic unit.

**Procedures**

1. The director will identify environmental and accreditation factors influencing the mission of the school.
2. The director will obtain input from principal stakeholders every two years and revise the school’s mission statement according to this input.

3. The director will obtain the advice and input of faculty members concerning the school’s mission statement at the first meeting of each academic year.

4. The mission statement will be revised according to regular faculty advice and input and used subsequently in principal documents and marketing materials of the school.

Policy Number: 3.1.2

Policy Name: School’s Committees

Policy Statement:

The committee structure of the school of social work consists of six committees. Ad hoc committees may be formed and are at the discretion of the director. A brief description of the committees and their purpose are highlighted below. Collectively these committees provide the governance structure for the Anne and Henry Zarrow School of Social Work. The committee names and purpose are listed below.

Executive Committee: to steer and execute the implementation of the school’s strategic plan

Graduate Committee: to recruit and retain talented students in the MSW program, maintain & develop program materials, Admissions procedures, policy & decisions

Undergraduate Committee: to manage recruitment, admissions, advisement, student concerns, and program development for the baccalaureate program.

Curriculum Committee: to ensure that the curriculum is academically sound, relevant and responsive to the evolving needs of the community, consistent with the school’s mission and goals, and is adheres to accreditation standards as outlined in the Council on Social Work Education’s Education and Policy Standards.

Assessment Program: to assess the quality, outcome and impact of the school and its programs with a focus on documenting the student learning experience

Committee A: to conduct annual evaluation of faculty and advise dean on personnel decisions

Student Advisory Council: to obtain input from student leadership on the educational experience and programs of the school.

Procedures

Appointments to Committees, Committee Meetings and Record Keeping

1. Each year the Director submits a list of all committee and program chairs to the faculty as well as committee assignments.

2. Committee and program coordinators are responsible for setting meetings for the academic year, setting agenda for the meetings, and ensuring the recording of minutes.
3. Meetings are called and scheduled by the chairs. Meeting rooms and times are convenient for both Norman and Tulsa faculty and scheduled in rooms with video conferencing capabilities. Minutes are collected and posted on the Faculty D2L website after each meeting. All faculty have access to all committee meeting minutes, with the exception of Committee A, which is confidential.

Voting and Approval Process, Committees

1. Non-voting members such as student representatives, community members, or clinical instructors may participate on school committees. Voting, however, is limited to faculty members within the School. Each section below identifies the members of each committee and the process of voting on each committee.

<table>
<thead>
<tr>
<th>Date Accepted:</th>
<th>Relevant Policies:</th>
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<tbody>
<tr>
<td>Last Revised:</td>
<td>Relevant Appendices:</td>
</tr>
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</table>

Policy Number: 3.1.3

Policy Name: Executive Committee

Policy Statement:

The executive committee serves as an advisory and coordinator role for the schools leadership and programs. Members of the committee include the Director, Assistant Director, Undergraduate and Graduate Program Coordinators, Assessment Program Coordinator, and Practicum Coordinators.

Procedures

1. The chair of the executive committee sets the meetings for the academic year and creates the meeting agendas.
2. The chair of the executive committee uses the strategic plan and assessment plan to help plan the work of the executive committee.

Voting in Executive Committee

1. The executive committee does not vote on policies but provides advice and information to coordinators on policy or other programmatic matters.

Policy Number: 3.1.4

Policy Name: Curriculum Committee

Policy Statement

The membership of the Curriculum Committee consists of a chair (director appointed), chairs of all content areas (HBSE/Diversity, Direct Practice, Administration and Community Practice, Policy, Research, Generalist Practice, Field, Electives), field practicum coordinators, and graduate and undergraduate coordinators. The purpose is to
assess and evaluate the curriculum focusing on redundancy and the stabilization of content across multiple course sections, institute a viable and sustainable feedback loop for curriculum improvement and development, encourage and facilitate curriculum innovation, assess congruence between vision for social work program and program goals with the curriculum, assess compliance with CSWE EPAS, and supports research, curriculum infusion/development, field innovations, and evaluation projects as they relate to social work education.

- As needed the curriculum committee recommends for approval, oppose, or recommend courses or modifications to curriculum
- Update faculty on teaching innovations, relevant training and development opportunities
- Provide oversight to the process and content of the comprehensive examination

**Procedures:**

1. The curriculum committee chair sets the meetings and develops meeting agendas for the academic year.

2. The curriculum committee chair facilitates the development of annual goals for the curriculum committee that are linked to the assessment program, or other review processes (reaffirmation, reaccreditation, program review).

3. As needed, the curriculum committee recommends modifications in curriculum to the faculty.

**Voting in Curriculum Committee**

1. Items that require a **full faculty vote** (approve by CC, then to full faculty for vote): Substantive changes to curriculum (ex. Addition or deletion of courses, credit hours, practicum hours, degree requirements, pre-requisites)
2. Items that require a curriculum committee vote (approve by CC, informational to faculty. Minor changes in courses (ex. Assignments, text book lists, minor content changes, approval of elective courses)

**Subcommittees of the Curriculum Committee**

**Field:**
Chair and/or co-chair are Field Educator Coordinators from Norman/Tulsa sites, Undergraduate and Graduate Coordinators, CWPEP representative, student representative, two appointed faculty members, and one to two members from the practice community. Both DP and ACP should be represented by faculty.

**HBSE/Diversity:**
Chair, appointed by Director. Members are all instructors of the following courses.

<table>
<thead>
<tr>
<th>Graduate Courses</th>
<th>Undergraduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 5333 Human Diversity and Societal Op.</td>
<td>SWK 3323 Human Diversity and Social Justice</td>
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</tbody>
</table>

**Generalist Practice:**
Chair, appointed by Director. Members are all instructors of the following courses.

<table>
<thead>
<tr>
<th>Graduate Courses</th>
<th>Undergraduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 5103 GP w/ Ind, Families, and Treat. Groups</td>
<td>SWK 3103 GP with Individuals &amp; Families</td>
</tr>
<tr>
<td>SWK 5113 GP w/ Groups, Orgs, and Communities</td>
<td>SWK 3113 GP with Families and Groups</td>
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<td></td>
<td>SWK 4103 GP w/ Orgs and Communities</td>
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</table>
**Policy:**
Chair, appointed by Director. Members are all instructors of the following courses.

<table>
<thead>
<tr>
<th>Graduate Courses</th>
<th>Undergraduate Courses</th>
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**Research:**
Chair, appointed by Director. Members are all instructors of the following courses.

<table>
<thead>
<tr>
<th>Graduate Courses</th>
<th>Undergraduate Courses</th>
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<tbody>
<tr>
<td>SWK 5083 Social Work Research Methods I</td>
<td>SWK 4083 Undergraduate SW Research Methods I</td>
</tr>
<tr>
<td>SWK 5093 Social Work Research Methods II</td>
<td>SWK 4093 Undergraduate SW Research Methods II</td>
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</tbody>
</table>

**Direct Practice:**
Chair, appointed by Director. Members are all instructors of the following courses.

<table>
<thead>
<tr>
<th>Graduate Courses</th>
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</thead>
<tbody>
<tr>
<td>SWK 5503 Advanced DP with Populations at Risk</td>
<td>SWK 5973 Integrative Seminar</td>
</tr>
<tr>
<td>SWK 5613 Advanced Group Work</td>
<td>SWK 5013 Advanced Standing Seminar</td>
</tr>
<tr>
<td>SWK 5623 Advanced SW Practice with Families</td>
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**Administration and Community Practice**
Chair, appointed by Director. Members are all instructors of the following courses.

<table>
<thead>
<tr>
<th>Graduate Courses</th>
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<tr>
<td>SWK 5553 Human Service Administration</td>
<td>SWK 5983 Program Monitoring and Evaluation</td>
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<tr>
<td>SWK 5763 Community Organization and Dev.</td>
<td>SWK 5013 Advanced Standing Seminar</td>
</tr>
<tr>
<td>SWK 5633 Resource Development</td>
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**Miscellaneous BA-SW:**
Chair, appointed by Director. Members are all instructors of the following courses.

- SWK 2113 Introduction to Social Work
- SWK 2223 Statistics for Social Work

**Electives:**
Chair, appointed by Director. Two members from curriculum committee also serve on this committee.

**Content area chairs responsibilities**

1. To call meetings of committees and all instructors and adjuncts within the curriculum area.
2. To ensure ongoing communication with adjunct faculty.
3. To facilitate discussion about updated textbook lists, assignments, sequencing, and other course details as needed.
4. To promote the sharing of ideas for assignments, experiential activities, readings, class exercises, and audiovisual materials.
5. To serve as or assign mentors to adjuncts teaching in the content area.
6. To take on specific tasks as assigned by the curriculum committee.
7. To attend curriculum committee meetings.
8. To maintain and distribute master syllabi.
9. To facilitate an approval for changes to master syllabi.
10. To approve all adjunct faculty operational syllabi.
11. To post minutes of content area committee meetings in a timely manner.

**Master Syllabus Policy**

All instructors must follow the master syllabus template for each course in the program. The content area subcommittee chair is responsible for maintaining and updating the master syllabus annually and providing updated syllabi to school staff and all instructors, including adjuncts that are teaching the course(s).

**Electives Policy**

The purpose of the elective committee is to ensure that electives move the school's curriculum forward in a strategic direction, that students are offered quality electives, and to assist instructors in developing syllabi. The electives committee consists of a chairperson and assistant chairperson (one on each campus) and members. The chairperson of each curriculum committee serves as an ad hoc member to assist the electives committee in constructing syllabi in their respective content area, and to ensure appropriate objectives and no redundancy. The electives committee reports to the curriculum committee. The curriculum committee, however, is responsible for approving the content and adherence to School and University policies. Approval of elective courses do not require full faculty vote. The electives chairperson is responsible for providing list of all electives offered on both campuses and any new electives in an annual report to the curriculum committee and faculty. The electives chairperson is also responsible for maintaining and updating the master syllabus annually and providing updated syllabi to school staff and all instructors, including adjuncts that are teaching the course(s).

**Criteria for an elective:**
- Syllabus follows the master template. Electives are exempt from the practice behaviors and competencies required for other courses.
- Course is the appropriate developmental level (graduate, undergraduate).
- Course uses at least one textbook from the approved list of required or recommended textbooks. The master syllabus will reflect all required or recommended textbooks.
- Course contains assignments that are measurable, feasible, and well-detailed. The master syllabus will not contain these. However, assignments will need to be approved by the electives committee.
- Course contains a list of topics to be covered. The master syllabus will not contain a course schedule.
- Course represents a salient area of focus, related to the mission of the School.
- Course adheres to the Anne and Henry Zarrow School of Social Work and University policies.
- Course is of interest to students and sustainable with current faculty or instructor expertise.
- Syllabi are the same for both campuses except for course schedule and assignments.

**Process for a new elective:**
1. Instructor will speak with Director or Assistant Director and the Electives Chair or Assistant Electives chairperson about new elective
2. After gaining permission and obtaining advice to develop an elective, the instructor will follow the master template to develop the new elective
3. The instructor will submit the new syllabus to the elective chairperson, who will distribute to the electives committee and faculty member with relevant expertise.
4. Comments are returned to the instructor who will make necessary changes and resubmit.
5. Once the committee approves the syllabus, the committee will submit to the curriculum committee for approval
6. Director and assistant director are responsible for supervising elective instructors.
Process for current electives:
1. Instructor will inform electives chairperson of any changes to syllabus
2. Director and assistant director are responsible for supervising elective instructors.
3. The electives chair will ensure that courses taught a third time will receive a permanent course number.

Policy Number: 3.1.5

Policy Name: Graduate Committee

Policy Statement:
The school’s graduate program leading to the MSW prepares students for advanced level generalist practice across multiple domains of service with emphases in direct practice with individuals, families and treatment groups or community and administrative practice. The purpose of the graduate committee is to recruit and retain talented students in the MSW program, maintain & develop program materials. The graduate committee develops program related materials for recruitment, retention, and advisement, monitors & handles problems related to student progress, maintains the graduate program bulletin & website content, and coordinates dual degrees and certificate programs.

Procedures:
1. Sets meetings for academic year and develops agendas for meetings.
2. Graduate coordinator annually develops/updates a recruitment/retention plan for the graduate program.
3. The graduate coordinator is responsible for updating the graduate bulletin.
4. The graduate committee reports admissions data annually to the director and assistant director.
5. The graduate coordinator coordinates with the assessment coordinator as needed for program assessment.

Voting in Graduate Committee

1. Items that require a full faculty vote (approve by graduate committee, then to full faculty for vote) are substantive changes to graduate policies (ex. admissions requirements or policy, dual degree requirements, program requirements or policy)
2. Items that require a graduate committee vote (approve by CC, informational to faculty) are minor changes in graduate materials. (ex. Minor changes in bulletin, website)

Policy Number: 3.1.6

Policy Name: Undergraduate Committee

Policy Statement:
The School’s undergraduate program leading to the BA-SW prepares students for entry level generalist practice across multiple domains of service. Membership of this committee includes undergraduate program coordinator (serving as chairperson), members as appointed by the Director, and baccalaureate social work students. The purpose of the undergraduate is to recruit and retain talented students in the BA-SW program. The undergraduate committee develops program related materials for recruitment, retention, and advisement; monitors & handles problems related to student progress; and maintain the undergraduate program bulletin & website content.

Procedures:
1. Sets meetings for academic year and develops agendas for meetings.

2. The undergraduate coordinator annually develops/updates a recruitment/retention plan for the undergraduate program.

3. The undergraduate coordinator is responsible for updating the undergraduate bulletin.

4. The undergraduate committee reports admissions data annually to the director and assistant director.

5. The undergraduate coordinator coordinates with the assessment coordinator as needed for program assessment.

Voting in Undergraduate Committee:

1. Items that require a full faculty vote (approve by undergraduate committee, then to full faculty for vote) are substantive changes to undergraduate policies (ex. admissions requirements or policy, dual degree requirements, program requirements or policy)

2. Items that require a undergraduate committee vote (approve by CC, informational to faculty) are minor changes in undergraduate materials.(ex. minor changes in bulletin, website)

Policy Number: 3.1.7

Policy Name: Committee A

Policy Statement

Committee A is sanctioned by the University (Section 2.8.2, Item a, Paragraph 2 of the Faculty Handbook — approved by the Board of Regents on July 28, 1993). In the School of Social Work, Committee A is composed of the Director as chair, and two tenured faculty members of the school serving staggered, two-year terms. Tenured faculty members of the School are eligible to serve on Committee A as are the renewable term faculty. It is the policy of the School that each elected member of Committee A shall serve for a term of two years. Committee A members may be re-elected for one successive term. A newly elected Committee A member assumes Committee A duties at the beginning of the fall semester.

Procedures:

The functions of Committee A are described in Section 2.8.2 of the Faculty Handbook and are described as providing “advice and consultation” to the Chair in:

1. Determining teaching assignments and class schedules for the school

2. Preparing annual faculty evaluations; and

3. Making recommendations to the Dean concerning:
   a. budget requests/allocations,
   b. increases in salaries for faculty,
   c. faculty awards (unless donors have specified that the decision be made by another person or through another process)
   d. hiring of new faculty,
   e. tenure, promotion, and
   f. annual reviews of progress of tenure-track faculty in their efforts to obtain tenure.

As Chairperson of Committee A, the Director will have a full and equal vote as a member of the committee except in those instances where he/she makes a separate recommendation as the Director, i.e., tenure and promotion recommendations.

Revised May 2012
Committee A shall meet during summer months as the occasion arises.

Committee A Elections

Elections for the new Committee A members shall be in April. All Regular faculty members will be eligible to vote for elected Committee A members. Election to Committee A shall be held according to the following procedures:

a. Preceding or following the March faculty meeting, faculty members eligible to serve and vote in Committee A elections will meet to discuss views or issues regarding to Committee A matters.

b. On the first Monday (workday) in April, the Director’s office will send ballots to the faculty for electing the Committee A member. Absentee ballots will be honored. The ballot shall list only names of tenured and renewable term faculty members eligible for service on the committee. The ballot will be conducted anonymously by electronic or paper ballot.

c. In the event no candidate receives a majority of votes for Committee A, a second ballot containing the names of the two persons receiving the highest number of votes shall be sent to the faculty. Marked ballots shall be returned to Committee A in the same manner as described above.

Results of the election shall be announced by memorandum to the faculty.

Policy Number: 3.1.8

Policy Name: Student Advisory Council

Policy Statement
The student advisory committee provides feedback to the School’s administration and the Dean of the College of Arts and Sciences for program improvement and assessment.

Procedures

1. The director and assistant director set a joint meeting of the leadership of student associations in Norman and Tulsa.

2. The meetings occur twice per semester, September and November in the fall semester and February and April in the spring semester.

3. The student leadership is charged with identifying student representatives on the schools committees (curriculum, field, graduate and undergraduate).

4. The student advisory committee is expected to interface with the College of Arts and Sciences Dean’s SAC. It is expected that at least one member of the departmental SAC will attend monthly meetings of the Dean’s SAC.

Policy Number: 3.1.9

Policy Name: Assessment Program

Policy Statement:
The assessment program guides the school’s assessment of program goals, mission, and explicit and implicit curriculum. The assessment program collects data and compiles reports for reaccreditation, program review, and other university or accrediting bodies. The assessment program consists of chair as appointed by Director and a minimum of two faculty members also appointed by the director.

Procedures
1. The assessment coordinator meets with the program coordinators, curriculum chair, and director/assistant director to determine assessment needs annually and develops a plan for the year.

2. The assessment coordinator develops an annual report of data to be presented to the faculty. This data is used for program improvement into the next year.

3. The assessment coordinator oversees the data collection and management of the school’s assessment plan.

**Policy Number: 3.1.10**

**Policy Name: Policy Formulation, Evaluation and Renewal**

**Policy Statement:**

The Anne and Henry Zarrow School of Social Work is committed to maintaining an organized and comprehensive set of current and relevant policies guiding the governance and actions of the school achieved through regular review, revision, and renewal of existing policies, modification of policies based on the changing situation of the school, university, and profession, and addition of new policies consistent with the direction and situation of the school.

**Procedures:**

1. Annually the executive committee will review the entire policy system of the school ensuring that it is vigilant in maintaining the relevance and timeliness of each policy within the system.

2. By the end of the academic year the executive committee will ensure that the school’s policy system is up-to-date and accessible to all faculty members through the school’s website.

3. Any faculty member may offer advice and input by petitioning the executive committee at any time to request a review and/or modification of a particular policy or an addition to an existing policy. The executive committee will evaluate the request to determine whether the request will be incorporated into formal policy.

**Date Accepted:**

**Relevant Policies:**

**Last Revised:**

**Relevant Appendices:**

**Policy Number: 3.1.11**

**Policy Name: Avenues of Leadership**

**Policy Statement:**

Shared governance characterizes the Anne and Henry Zarrow School of Social Work in which diverse structures and positions of leadership work collaboratively to advance the quality and excellence. The leadership of the school involves the administrative director, and assistant director along with program coordinators. Each of these leaders are members of the executive committee of the school whose purpose is the steer and execute the implementation of the school’s strategic plan. Committee A is responsible for personnel, tenure, and workload, and the Board of Visitors is comprised of key stakeholders whose responsibility is one of fund development. Service to or within any of these leadership structures and a faculty member’s investment in service is seen as important.
Procedures:

1. By the end of an academic year, each leadership structure will engage in self-evaluation to identify its productivity, outcomes, impact, and avenues of renewal.

Policy Number: 3.1.12
Policy Name: Review of Policy Manual
Policy Statement:

The policy manual of the Anne and Henry Zarrow School of Social Work define its principal mechanisms of governance including mission and vision of the school, role of faculty in governance, standing committees and their membership, scope of responsibilities of committees, administrative structures of the school, and assessment evaluation of performance.

Procedures:

1. Faculty review and make recommendations about the changes in the policy manual annually, preferably early in the academic year.

2. Faculty members discuss, vote, and approve amended by-laws of the school annually before the end of the academic year. By laws changes will pass by simple majorities.

3. The administration of the school adheres to the spirit and substance of the policy manual as the principal codification of the governance of the academic unit.

Policy Number: 3.1.13
Policy Name: Cycle and Product of Strategic Planning
Policy Statement:

The Anne and Henry Zarrow School of Social Work will have in effect a relevant and current strategic plan that defines the direction of the school, the distinctiveness of the academic unit, the priorities that will guide the action of the school to accomplish its mission, and plans of action to advance teaching, learning and instruction; research and inquiry; civic engagement and social responsibility; service; external funding, marketing and student recruitment, and program development objectives. The executive committee of the school is responsible for ensuring the currency and relevance of the strategic plan. The strategic plan serves as the administrative framework for action undertaken by leaders, leadership structures, and the administrative director for the school.

Procedures:
1. A specific faculty member or small group of faculty members will be responsible for developing and maintaining the strategic plan, and these faculty members will be appointed by the director;

2. The cycle of strategic planning occurs annually and involves—environmental assessment, strengths assessment, and the identification of challenges (Fall), review and evaluation of strategies (Spring), and revision of the plan (Summer).

### Policy Number: 3.1.14

**Policy Name:** Annual Calendar of the School

**Policy Statement:**

Annually the school will prepare and disseminate a comprehensive calendar identifying major tasks, projects, products and events that are central to the achievement of the school’s mission and principal objectives.

**Procedures:**

1. The Director and Assistant Director will make committee assignments prior to the academic year.
2. The committee chairs will set committee meeting dates for academic year annually by September 1st.
3. All coordinators will meet and identify key events of the school by September 1st.

### 3.2 Student Recruitment, Admissions, and Conduct

**Policy Number: 3.2.1**

**Policy Name:** Student Recruitment and Retention

**Policy Statement:**

The Anne and Henry Zarrow School of Social Work recognizes the importance of a diverse group of students in graduate programs. Creating an environment that is accessible and welcoming to students is valued. Recruiting goals are aligned with the common goal of the Anne and Henry Zarrow School of Social Work and linked to the mission of the school.

**Procedures:**

1. Graduate and Undergraduate Coordinators are responsible for outlining a recruitment plan, which includes targets and strategies for improvement, and is linked to the common goal and mission of the school.
2. The Director/Assistant Director are responsible for the development and maintenance of a website that is student focused, represents diversity among students, and outlines resources available to prospective and
current students

3. Director/Assistant Director and Program Area Coordinators engage in outreach and marketing activities that promote the school and provide outreach to diverse groups

Policy Number: 3.2.2

Policy Name: Student Financial Support

Policy Statement:

The school recognizes the importance of developing financial support for graduate and undergraduate students seeking degrees. The school also recognizes the importance of financial assistance for students who have demonstrated achievement, leadership, and commitment to social work values and ethics.

Procedures:

1. Director/Assistant Director is responsible for fundraising efforts designed to increase student financial aid.

2. Director/Assistant Director works with the University and makes annual updates to scholarships and forms of financial support.

3. Director/Assistant Director will identify strategies with the Board of Visitors for support.

4. Program Area Coordinators will work with the University financial aid office in determining criteria for eligibility for financial aid and scholarships.

5. Director/Assistant Director will disseminate information regarding external scholarships, and encourage student nominations for awards.

6. Upon admissions, students are notified of scholarship opportunities within the school and university.

7. Students apply to scholarships using the university’s online application system.

8. The student applicants are assigned to a committee of social work faculty who make a final determination on the awarding of scholarships.

Policy Number: 3.2.3

Policy Name: Admissions

Revised May 2012
Policy Statement: The school seeks mature, emotionally stable individuals with a strong sense of personal responsibility and integrity. Specific desirable characteristics include formal work experience in the human services, particularly in settings that serve public social services client, volunteer experience in human service fields, leadership, communication and interpersonal relationship skills and problem solving ability, strong letters of recommendation which evaluate the student’s academic achievements and suitability for professional social work practice, ability to work with and respect persons from diverse backgrounds, motivation for graduate work and a career in social work, commitment to issues of social, political and economic justice, and potential and desire to work effectively with diverse client groups.

Procedures:

1. Annually the Director and Assistant Director will meet with Program Area Coordinators to discuss admissions goals and projected class sizes.

2. The School of Social Work follows the admissions policies and procedures of the College of Arts and Sciences, the University of Oklahoma Graduate College, and in accordance with the University of Oklahoma Graduate College bulletin and Undergraduate Bulletin.

3. Website admissions materials are updated annually by the Undergraduate and Graduate Committees.

4. All faculty are involved in reading and rating admissions files.

Policy Number: 3.2.4

Policy Name: Graduate Research Assistants

Policy Statement:

Procedures:

1. Each semester the Director/Assistant Director and Graduate Program Coordinator/Liaison identify a list of the Graduate Research Assistant positions in Tulsa and in Norman, and request funding from the deans.

2. Each campus institutes a process for interviewing and selecting Graduate Research Assistants.

3. All students who are selected to become a GRA (funded by the CAS, Graduate College, Centers, or Grants) receive an official offer letter that details the conditions of employment from the Director/Assistant Director or Graduate Coordinator.

4. Faculty who have a grant and can hire a Graduate Research Assistant can use this process, or appoint Graduate Research Assistants on their projects.

5. All Graduate Research Assistants are provided with an orientation to the facilities, procedures, orientation manual, and the University of Oklahoma graduate student handbook.

6. All Graduate Research Assistants complete HIPAA, FERPA, safety, and CITI training. Documentation that this training has been completed is provided by the students to the school and is stored.

Priorities among faculty for college-funded Graduate Research Assistants as well as acceptable tasks:
1. Junior Faculty Members without Grant Funding
   - Assist with data collection, entry and analysis
   - Assist with literature reviews
   - Assist with grant related document procurement
   - Devise lists of potential research grants
   - Assist with IRB related documents and continuation document

2. Senior Faculty Members without Grant Funding
   - Assist with data collection, entry and analysis
   - Assist with literature reviews
   - Assist with grant related document procurement
   - Devise lists of potential research grants
   - Assist with IRB related documents and continuation document

3. Junior Faculty Members with Grant Funding
   - Assist with data collection, entry and analysis
   - Assist with literature reviews
   - Assist with grant related document procurement
   - Devise lists of potential research grants
   - Assist with IRB related documents and continuation document

4. Senior Faculty Members with Grant Funding
   - Assist with data collection, entry and analysis
   - Assist with literature reviews
   - Assist with grant related document procurement
   - Devise lists of potential research grants
   - Assist with IRB related documents and continuation document

Policy Number: 3.2.5

Policy Name: Student Conduct

Policy Statement:
The Anne & Henry Zarrow School of Social Work has the responsibility to promote competent and ethical social work practice beginning with graduating quality students. The school maintains standards of student academic achievement and professional behavior (class behavior, professional behavior, practicum). Competent social workers must be able to demonstrate professional behavior in the work environment and adhere to the NASW Code of Ethics.

Procedures:

1. Students and faculty observe the procedures as outlined in the school’s Academic and Professional Performance Policy.

2. It is important to note that there are several institutional levels for student conduct review at the University of Oklahoma (University level, College level, Department/School level). Students are required to become familiar with the policies and procedures that govern their conduct among the various levels.
3.3 Quality of the Learning Experience

Policy Number: 3.3.1

Policy Name: Implicit Curriculum

Policy Statement:

Students within the Anne and Henry Zarrow School of Social Work will find their learning experience to be relevant, current, rich, diverse and powerful and inclusive of both formal and implicit avenues for achieving their vision and goals as professional social workers. Diverse teaching methods mediate the aims of the curriculum and involve didactic, experiential, analogic, and service oriented forms of learning that take place through interactions with faculty members, fellow students, seasoned practitioners and people in need. Learning contexts involve classrooms, virtual, communities, and organizational settings.

Procedures:

1. Annually the curriculum committee employs assessment data to further plan the development and refinement of the school’s Curriculum. The curriculum committee has in place a current and relevant strategic plan and quality improvement strategy for advancing the Curriculum within the school.

Policy Number: 3.3.2

Policy Name: The School as Professional Learning Community

Policy Statement:

The Anne and Henry Zarrow School of Social Work is a professional school fostering the development of social workers as engaged and civically minded professionals within society, locally, nationally, and globally. The school devotes itself to advancing the professional development of students so they gain those attitudes, knowledge bases, skills and competencies essential to their effective engagement in social work practice. To this end, the leadership, faculty, students, and supporters of the school affirm the importance of the development of the school as a professional learning community in which students learn experientially and vicariously, emotionally and cognitively, about their engagement in effective social work practice.

Procedures:

1. The school encourages multiple learning experiences, both formal and informal, in which students interact with knowledgeable and skilled faculty and practitioners who facilitate their development as engaged professionals. To this end the curriculum committee annually identifies avenues of learning that bring students together.
collectively to learn directly from practitioners, knowledgeable professionals, and faculty about social work practice. This is achieved through school-sponsored conferences, workshops, and lectures that stand outside of the formal learning process.

2. The curriculum committee works annually to incorporate into the learning experience projects of professional service in which students and faculty work with communities for social betterment and reflective learning.

3. Through school-sponsored celebrations students, faculty members, community supporters, and practitioners affirm the distinctive values and qualities of the social work profession.

Policy Number: 3.3.3

Policy Name: Professional Preparation and Development of Students through Advisement

Policy Statement:

The school recognizes advisement as a form of teaching and as an essential building block of students’ learning experience. Advisement stands as an important component of the professional preparation and development of students enrolled in the Anne and Henry Zarrow School of Social Work. Advisement is a systematic process in which the advisor, a regular or adjunct faculty member, works directly with individual students or a small group of students to foster their development as engaged and effective practitioners. Advisement stands as a critical part of the teaching workload of faculty members. It is assessed for its contribution to the learning experience of students and evaluated in terms of faculty performance as advisors.

Procedures:

1. Annually the Director/Assistant Director assign faculty advisors to incoming students.

2. Faculty must post office hours each semester.

Policy Number: 3.3.4

Policy Name: Student Organization and Leadership Roles

Policy Statement:

Student involvement in the life of the school through student organizations and leadership roles add to the learning experience and facilitates the preparation of students for subsequent professional involvement after graduation. The school fully supports the involvement of students in the life of the school and seeks to increase student leadership in all aspects of professional education and preparation.

Procedures:
1. The executive committee has responsibility annually for identifying avenues of student participation in the life of the school, for supporting the development and success of student organizations, for supporting student-led events, and for fostering the development of student leaders. Prior to the beginning of the academic year, the curriculum committee offers the director a comprehensive plan for student involvement in the life of the school.

2. The executive committee sponsors a subcommittee the responsibility of which is to manage the implementation of the annual student involvement plan and recruit when necessary students for involvement in leadership or service roles, and support student organizations.

3. The director makes resources available to support the work of student organizations and their service activities.

4. Annually, the student advisory committee (USWA, GSWA, Phi Alpha Presidents) evaluates the extent to which students are involved in the life of the school and assesses outcomes, barriers, and needs. This evaluation is undertaken by the subcommittee with the support of the Assessment Program.

5. By the end of the academic year, the subcommittee in partnership with the Assessment Program reports to the director, faculty and key constituencies the scope, avenues, and outcomes of student involvement.

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**3.4 Faculty Responsibilities, Contributions and Performance**

**Policy Number: 3.4.1**

**Policy Name: Recruitment**

**Policy Statement:**

The Anne & Henry Zarrow School of Social Work seeks to recruit and hire faculty members of diverse backgrounds who contribute substantially and significantly to the local, state and national relevance, standing and distinctiveness of the school. Faculty are integral to the accomplishment of the school’s mission and goals. Faculty includes tenure track, ranked renewable term, renewable term, and adjunct faculty. Diversity is broadly defined to include those characteristics pertaining to demographic, intellectual, education, practice background and method.

**Procedures:**

1. The school of social work will recruit and hire applicants who meet the requirements of the Council on Social Work Education CSWE and the University of Oklahoma.

2. The director or assistant director will appoint the chair and members of the search committee in accordance with the rules and regulations of the University of Oklahoma as outlined in the Faculty Handbook.

3. The committee will fulfill the procedures as outline in the search committee checklist.

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**Date Accepted:**

**Relevant Policies:**

**Last Revised:**

**Relevant Appendices:**

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Revised May 2012
Policy Number: 3.4.2

Policy Name: Adjuncts

Policy Statement:

The Anne & Henry Zarrow School of Social Work seeks to recruit and hire adjuncts of diverse backgrounds who contribute substantially and significantly to the local, state and national relevance, standing and distinctiveness of the school. Adjuncts are integral to the accomplishment of the school’s mission and goals. Diversity is broadly defined to include those characteristics pertaining to demographic, intellectual, education, practice background and method.

Procedures:

1. In the case of the recruitment of adjuncts, the administrator responsible for the recruitment of adjunct will follow the adjunct recruitment checklist. This could be the director, assistant director, or practicum coordinator.

2. The director and assistant director will maintain a database of current and potential adjunct instructors. As needed the school will provide an adjunct instructor orientation.

3. The director and assistant director will provide feedback to adjunct instructors at the end of each semester.

4. The director and assistant director are responsible for ensuring an in-class observation of the adjunct instructor.

5. Adjunct instructors are provided with the adjunct instruction manual and a letter that states the terms of their duties, rights and responsibilities as an adjunct instructor in the SSW.

6. The director and/or assistant director are responsible for providing the adjunct manual to newly hired adjuncts so that they are familiar with our curriculum, curriculum theory, master syllabi and teaching resources.

7. The director and/or assistant director will also be responsible for informing content area chairs of instructors in their area each semester.

Policy Number: 3.4.3

Policy Name: Faculty Workload and Performance

Policy Statement:
Faculty are integral to the accomplishment of the schools common goal and the productivity and performance of faculty members influence the schools relevance, distinctiveness and standing. This policy recognizes the importance of maximizing faculty contributions to the advancement of the school. The Anne & Henry Zarrow School of Social Work expects its faculty to produce and perform in substantial and significant ways to the local, state and national relevance, standing and distinctiveness of the school. The productive and performance expectations are set in accordance with the national ranking the school seeks, university expectations, and the school’s own aspirations for its standing and relevance. Each faculty member will possess annually an explicit workload plan guiding their productivity and performance consistent with their appointment. Productivity is the amount of teaching, service, and research a faculty member undertakes in a given time period consistent with the rank and appointment of the faculty member. Performance refers to the quality of the faculty member’s work in the areas of teaching, research and service.

Procedures:

Justification & Purpose

Given the growth of the School of Social Work across two campuses and the increased administrative, service and teaching mission, the SSW seeks to develop a policy that accounts for the equitable distribution of workload that meets the changing demands of the program.

Faculty are integral to the accomplishment of the schools mission and the productivity and performance of faculty members influence the schools relevance, distinctiveness and standing. This policy recognizes the importance of maximizing faculty contributions to the advancement of the school. The Anne & Henry Zarrow School of Social Work expects its faculty to produce and perform in substantial and significant ways to the local, state and national relevance, standing and distinctiveness of the school. Each faculty member will possess annually an explicit workload plan guiding their productivity and performance consistent with their appointment. Productivity is the amount of teaching, service, and research a faculty member undertakes in a given time period consistent with the rank and appointment of the faculty member. Performance refers to the quality of the faculty member’s work in the areas of teaching, research and service.

This purpose of this policy is to elucidate the workload expectations for faculty and the process for negotiating annual workload plans. This workload policy is separate from the process of tenure and promotion and annual evaluations. While the expectations for tenure and promotion are somewhat linked to the workload negotiation process, a separate set of policies within the school highlight the policies associated with the tenure, promotion and annual review process.

Workload Expectations

The workload expectations below outline the minimum expectations for workload for faculty members in the School of Social Work. Due to varied expectations for faculty based on rank and type, this document provides expectations by rank and type of faculty position. There are three domains that comprise workload expectations: teaching, service and research. Teaching includes instructional work with students including teaching courses or directed readings, advising, grading comprehensive exams, and field liaison work. Service, in terms of this document, refers to service expectations within the school of social work, which predominately consists of chairing or serving on school committees. Research includes the production of scholarly work.

Minimum Work Load Expectations

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>Service</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Assistant</td>
<td>6 courses</td>
<td>Minimum of 3 school committees</td>
<td>Meets expectations per AR (score=3.0 or above)</td>
</tr>
<tr>
<td>Professor</td>
<td>2 field</td>
<td>Evaluation of Comp Exams</td>
<td></td>
</tr>
<tr>
<td>Clinical Associate</td>
<td>6 courses</td>
<td>Minimum of 3 school committees</td>
<td>Meets expectations per AR (score=3.0 or above)</td>
</tr>
<tr>
<td>Professor</td>
<td>2 field</td>
<td>Evaluation of Comp Exams</td>
<td></td>
</tr>
<tr>
<td>Clinical Full</td>
<td>6 courses</td>
<td>Minimum of 3 school committees</td>
<td>Meets expectations per AR (score=3.0 or above)</td>
</tr>
<tr>
<td>Professor</td>
<td>2 field</td>
<td>Evaluation of Comp Exams</td>
<td></td>
</tr>
</tbody>
</table>

Revised May 2012
<table>
<thead>
<tr>
<th></th>
<th>Advisement</th>
<th>Evaluation of Comp Exams</th>
<th>of one</th>
<th>Minimum of 2 school committees</th>
<th>Meets expectations per AR (score=3.0 or above)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assistant Professor</strong></td>
<td>4 courses</td>
<td>1 field Advisement Evaluation of Comp Exams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Associate</strong></td>
<td>4 courses</td>
<td>1 field Advisement Evaluation of Comp Exams</td>
<td>Minimum of 3 school committees or 2 and chair of one</td>
<td>Meets expectations per AR (score=3.0 or above)</td>
<td></td>
</tr>
<tr>
<td><strong>Full Professor</strong></td>
<td>4 courses</td>
<td>1 field Advisement Evaluation of Comp Exams</td>
<td>Minimum of 3 school committees or 2 and chair of one</td>
<td>Meets expectations per AR (score=3.0 or above)</td>
<td></td>
</tr>
<tr>
<td><strong>Endowed Professor</strong></td>
<td>4 courses</td>
<td>1 field Advisement Evaluation of Comp Exams</td>
<td>Minimum of 3 school committees or 2 and chair of one Director or member of a research center, or other administrative duties</td>
<td>Meets expectations per AR (score=3.0 or above)</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation of Workload reductions in relation to administrative or other special role**

*Director and Assistant Director.* The administrative leadership on both campus sites is responsible for the day to day operation of the school which includes significant administrative duties. Both the Director and Assistant Director are expected to teach 25% of the teaching load expected for their rank and faculty type.

*Coordinators (Graduate and Undergraduate Coordinators and Liaison).* Coordinator positions within the school require significant duties that extended beyond the minimum expectations for faculty members. Coordinators are given two course load reductions per academic year.

*Field Education Coordinators.* The role of the Field Education Coordinator is largely administrative and includes heavy student advisement, service and teaching obligations, although these obligations are not confined to the typical ‘teaching’ measure of a course load. While field education coordinators may have field sections, they do not have a standard teaching course load due to their heavy administrative duties.

*Joint Appointments.* Faculty members who have joint or split appointments are accountable to the conditions set forth in their appointment letter or negotiated agreement, which may differ from the typical course load of faculty.

Clinical Instructors and Research Appointments. The workload of individuals appointed as clinical instructors, research associates, or visiting professors will be based on the conditions of their appointment or funding source.

**Definition of Teaching Activities**

*Courses.* Typically faculty members split their teaching loads into two semesters (fall and spring). However, faculty members have the option to negotiate with the director or assistant director teaching these courses across the academic calendar, including the summer semester. Any changes to course assignments are negotiated with the director and assistant director annually.

Overload teaching, either within the department or university wide, is approved by the director or assistant director. Increases in teaching load will be predicated upon performance on annual evaluations per College and University policy.

*Advisement.* Faculty advise students at either the undergraduate or graduate level. Advisement duties include maintaining office hours and informing advisees of availability. Office hours will be posted each semester on office
doors. Twice a year during advisement week, faculty will extend their availability and office hours and notify students accordingly. Faculty will oversee and/or participate in the academic and professional performance process as necessary and meet with advisees who require additional assistance or support, whether self or faculty referred. Given University advisement requirements for undergraduates, undergraduate advising loads will be smaller than graduate loads. Efforts are made to insure parity of assignments.

Field. Field liaison work consists of monitoring a group of students in the field practicum setting. These may be undergraduate or graduate year students. Students complete these practicum placements concurrently (Fall-Spring), Block (Summer or Spring) and Extended (Spring-Summer). Whether faculty have negotiated a concurrent, block or extended practicum section, this counts as one field liaison section. Faculty will only be paid overload if they’ve met their field requirement. Faculty will adhere to the expectations of a field liaison as laid out in the field manual.

Grading Comprehensive Exams. All faculty are expected to grade graduate comprehensive exams. The exams are distributed among the faculty by the director and assistant director. Efforts are made to insure parity of assignments.

Definition of Service Activities

Service, in the context of work load policy, refers specifically to the service obligations within the School of Social Work, the College of Arts and Sciences, the university and the larger professional community. Faculty members are also expected to conduct service outside of the school, (i.e. community, professional university), though the expectations will vary by rank. This policy sets forth the requirements within the School but includes these broader expectations of service to the College of Arts and Sciences, the university, and the profession at various levels, again conditioned by the faculty member’s rank.

Expectations

Assistant Professors. Assistant professors are expected to have reduced service expectations relative to other ranks. Expectations are to serve on School committees with a minimum requirement of two committees a year and to assist in reading and scoring admission materials at the graduate and undergraduate level. Service to the College of Arts and Sciences, to the larger university, and at the local, state, region and National/International levels, while encouraged, are not an expectation at this rank.

Associate Professors. Associate professors are expected to serve on three committees a year with the added expectation of chairing at least one curriculum sub-committee or group annually and to assist in reading and scoring admission materials at the graduate and undergraduate level. There is an expectation that some service to the College of Arts and Science and the larger university will also be sought. In addition some service to the professional community at the local, state and/or regional level is expected.

Full Professors. Full professors are expected to serve on three committees a year with the added expectation of chairing at least one major committee or group annually, as dictated by the School’s needs, and to assist in reading and scoring admission materials at the graduate and undergraduate level. There is a clear expectation of service to the College of Arts and Sciences and/or the larger university. There is also a clear expectation of service to the professional community at the state and/or national level.

Endowed Professors. Endowed Professors are expected to serve on three committees a year with the added expectation of chairing at least one major-committee or group annually, when the School’s needs dictate, to assist in reading and scoring admission materials at the graduate and undergraduate level. There is a clear expectation of service to the College of Arts and Sciences as well as the larger university. There is also a clear expectation of service to the professional community at the national and/or international level.

Ranked Renewable Term (Clinical) Faculty. The general expectation of reduced scholarship at this rank and the connection between this rank and the professional community condition the workload expectations for the School’s Clinical faculty. Clinical faculty are expected to serve on School committees with a minimum requirement of three committees a year and to assist in reading and scoring admission materials at the graduate and undergraduate level. There is no expectation for members of this rank to chair any committees but it is not discouraged. There is no expectation of service to the College of Arts and Sciences or the university but it is also not discouraged. There is an expectation of service to the professional community at the local, state and/or regional level.
**Definition of Research Activities**

Faculty participation in the creation, dissemination, and critique of knowledge supports the School of Social Work’s mission of elevating the status of people, populations or communities that experience considerable vulnerability and injustice within Oklahoma and the broader society. All tenure track faculty are expected to uphold a rigorous research agenda. Clinical track faculty are expected to focus primarily on teaching and service, however ALL faculty may negotiate a modified work load plan with committee A. Committee A has established criteria for evaluating faculty involvement in research and the expectations of research productivity vary by title with clinical track faculty having the least expectation of research productivity and endowed professors having the highest expectation of research productivity. Annual evaluations by Committee A will provide faculty an opportunity to negotiate for a modified work load that better represents their interests and supports the needs of the school. In the event that a faculty member is not meeting the minimum expectations for a two year period for research productivity for two years as assessed by Committee A, he or she will be given a modified work load that increases the faculty member’s efforts in teaching and service.

**Process for Negotiation of Annual Work Plans**

Faculty members will meet annually with Director and/or Assistant Director to discuss a workload plan for the coming year. The workload plan for each faculty member is:

- Linked to the strategic plan of the SSW
- Linked to the career goals and objectives of the faculty member
- Linked to the immediate needs of the SSW
- Linked to the annual evaluation of the faculty member by Committee A

The process for negotiation of annual work plans follows:

1. The workload plan is drafted by the faculty member and submitted to the Director and Assistant Director for review. The percent of time spent on service, teaching and scholarship are adjusted according to the written agreement and are congruent with the percentages indicated on the annual review conducted by Committee A.
2. All faculty are required to meet with Director/Assistant Director to negotiate annual work load plans. These meetings occur in April, after Committee A evaluations are completed.

**Guidelines Negotiation of Workload Plans**

The following guidelines should be consulted as faculty members construct their annual workload plans.

- Weights for performance domains follow university guidelines with standard weights for tenure track faculty the standard weights for evaluation are: 40% teaching, 40% research, and 20% service. Standard weights for ranked renewable term faculty are 60% teaching 40% service. Modifications to standard weights are negotiated with Committee A annually and are articulated in the faculty member’s workload plan. All weights (percentages) must sum to 100.
- Per OU policy, assistant professors on the tenure track may not reduce the percentage of time on research and teaching more than (20%)
- Priority on negotiation of reduced teaching loads or release from service will be given to
  - assistant professors on the tenure track,
  - renewable term faculty in the year prior to submitting documents for promotion,
  - faculty members with grants for buyout of teaching responsibilities, and
  - faculty members taking on significant administrative roles.
- Associate, full or endowed professors may negotiate for a reduction in research effort in exchange for an increase in teaching. All faculty, if they received funding for research, could ‘buy out’ some of their teaching time, however, this must be negotiated with the Director/Assistant director. Assistant professors
should carefully consider the implications for tenure and promotion in terms of negotiating reduced teaching loads.

- Clinical professors may negotiate for an increase in research effort and reduce their teaching responsibility, if they have a previous track record of publication, have research funding, obtain a book contract, or other evidence of scholarly productivity beyond the expectations for clinical faculty members.

### Policy Number: 3.4.4

### Policy Name: Tenure and Promotion

#### Policy Statement:

The Anne & Henry Zarrow School of Social Work expects its faculty to produce and perform in substantial and significant ways to the local, state and national relevance, standing and distinctiveness of the school. The tenure and promotion expectations are set in accordance with the national ranking the school seeks, university expectations, and the school’s own aspirations for its standing and relevance. Tenure and promotion is in recognition of outstanding contributions in the areas of teaching, research and service to the school and university thus, the award of tenure and promotion is based on the faculty member’s contributions to the common goal. Faculty are integral to the accomplishment of the school’s common goal and the tenure and promotion of faculty members influence the school’s achievement of relevance, distinctiveness and standing. Tenure is the university’s award of permanent status as a scholar. Promotion is the advancement of a faculty member through the ranks associated with their appointment. Implementation of this policy is done in adherence with the approved statement of tenure and promotion criteria. The School’s evaluation for tenure and promotion process will adhere to the procedures, policies, and intent of the University of Oklahoma Faculty Handbook.

#### Procedures:

1. Faculty must review the University of Oklahoma Faculty Handbook, particularly Section 3 “University of Oklahoma Faculty Policies and Information” and Provost guidelines for tenure and promotion.

2. Annually tenure track members are provided with a progress toward tenure letter from Committee A. Faculty who are candidates for tenure and/or promotion should recognize that annual evaluations, decisions to reappoint, and tenure and/or promotion decisions are distinct procedures. In particular, satisfactory annual evaluation and annual progress toward tenure letters do not guarantee a favorable recommendation on tenure and/or promotion.

3. **Tenure**
   a. By May 1st, prior to the tenure decision, the candidate submits materials for tenure for review. This includes a dossier that fulfills the items in the tenure preparation checklist. The candidate has primary responsibility for developing the dossier in line with school and university guidelines. Committee A is responsible for processing the proper review of the candidate’s dossier.

4. **Promotion to full**
   a. By May 1st, prior to the promotion decision, the candidate submits materials for promotion for review. This includes a dossier that fulfills the items in the tenure preparation checklist. The candidate has primary responsibility for developing the dossier in line with school and university guidelines. Committee A is responsible for processing the proper review of the candidate’s dossier.
5. Promotion for rank renewable term  
   a. By May 1st, prior to the promotion decision, the candidate submits materials for promotion for review. This includes a dossier that fulfills the items in the promotion preparation checklist. The candidate has primary responsibility for developing the dossier in line with school and university guidelines. Committee A is responsible for processing the proper review of the candidate’s dossier.

6. 3rd year review  
   a. By May 1st, prior to the promotion decision, the candidate submits materials for promotion for review. This includes a dossier that fulfills the items in the promotion preparation checklist. The candidate has primary responsibility for developing the dossier in line with school and university guidelines. Committee A is responsible for processing the proper review of the candidate’s dossier.

7. Post tenure review  
   a. By May 1st, prior to the post tenure review process, decision, the candidate submits materials for tenure for review. The candidate has primary responsibility for developing the dossier in line with school and university guidelines. Committee A is responsible for processing the proper review of the candidate’s dossier.

8. Voting: All tenured faculty vote in the tenure decision. Only full professors vote in the decision to promote to Full Professor. For both decisions, Committee A members vote and develop a report to the Dean, as does the Director. This procedure also applies to renewable term faculty members.

9. Dossiers are to be kept confidential, and in a secure location during the tenure decision/review process.

10. Dossiers are stored and locked post tenure/promotion decision

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<th>Date Accepted:</th>
<th>Relevant Policies:</th>
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<tbody>
<tr>
<td>Last Revised:</td>
<td>Relevant Appendices:</td>
</tr>
<tr>
<td></td>
<td>Current document on tenure and promotion</td>
</tr>
</tbody>
</table>

**Policy Number: 3.4.5**

**Policy Name: Faculty Sabbatical**

**Policy Statement:**

The school seeks to work with faculty members to enhance their teaching, research and service interests to foster their development and in service school’s mission. This is accomplished through sabbaticals, mentoring, special awards, recognition, release time and other forms of support. Faculty interests are not static, frequently evolve, and reflect changes in interest, program changes, new practice technologies and program needs. Faculty development is needed to address these changes over time.

**Procedures:**

1. Sabbatical applications deadlines are due twice per year, depending on when the faculty member desires the sabbatical time period.

2. Sabbatical applications will be evaluated on the basis of sustained accomplishment over seven years and based on the proposed productivity outlined in the application.
3. Other workload changes and requests should be negotiated with the Director/Assistant Director per annual workload plan.

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<th>Date Accepted:</th>
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<tr>
<td>Last Revised:</td>
<td>Relevant Appendices:</td>
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</table>

**Policy Number: 3.4.6**

**Policy Name: Continuing Professional Education and Post-Graduate Curriculum**

**Policy Statement:**

The Anne and Henry Zarrow School of Social Work maintains an on-going program of professional education and development for practicing social workers and health and human service professionals that strengthens the stature of the school within the state and regionally and improves the infrastructure of human services within the state of Oklahoma. The post-graduate curriculum is a coherent program of professional advancement through workshops, specific training events, on-line resources, and post-graduate certificates. The curriculum committee of the school ensures that the post-graduate curriculum is coherent and well-focused on relevant professional advancement content.

**Procedures:**

1. Annually the program coordinator and advisory committee develop and revise a strategic and quality improvement plan guiding the structure, offerings, and implementation of the continuing education program and post-graduate curriculum.

2. Annually, by the end of an academic, the coordinator of the program provides the director and assistant director as well as the faculty with a comprehensive report on the standing and quality of the continuing education program and post graduate curriculum. The report also identifies objectives for advancing the quality and effectiveness of the program consistent with the overarching current program strategic plan and quality improvement plan.

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<td>Relevant Appendices:</td>
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**3.5 Marketing and Community Relations**

**Policy Number: 3.5.1**

**Policy Name: Scope of Communication and Specific Aims of Marketing**

**Policy Statement:**

The aims of marketing are to deploy the image of the school broadly and to build community awareness through consistent messaging about the school’s accomplishments. To this end the school will maintain the program principally through the dissemination of content via e-mail and electronic newsletters.

**Procedures:**

Revised May 2012
1. The director and assistant director will develop and maintain a current marketing plan that operationalizes the overall communication strategy of the school.

2. The plan will be executed by the executive committee and staff members.

3. The program will develop systematically e-mail lists that enable the school to reach important stakeholders.

4. The scope of the plan will involve monthly deployment of announcements, activities, events, and achievements of the school.

5. Annually, the director and assistant director will communicate with important constituencies, including the faculty, about the achievements of the communication and marketing program.

Policy Name: Marketing Materials

Policy Statement:

The school will ensure the quality of all marketing materials that support information provision concerning the school as a whole, electronic materials, newsletters and messages, and programs including the BA-SW, MSW, and continuing professional education. All materials will possess a common look and converge to form a family of content and appearance. The evaluation of all marketing materials will occur annually and appropriate changes made to ensure currency, relevance, appropriateness, and cost effectiveness.

Procedures:

1. The director and assistant director will be responsible for managing the look, timeliness, and relevance of all marketing materials, print and electronic.

2. The executive committee of the school will annually review, evaluate, and modify or otherwise update the look or appearance of the principal marketing materials to ensure currency, relevance, and quality.

3. The director and assistant director will ensure that the school’s marketing plan identifies objectives, processes, and resources for managing the marketing materials of the school.

Policy Number: 3.5.2

Policy Name: School’s Website

Policy Statement:

The school’s website will be current, relevant to students and practitioners, and will highlight the programs, faculty, staff, students, and accomplishments of the school. The website is managed by an appropriate staff member under the direction of the senior administrators of the school and will be evaluated annually to ensure consistency with the direction of the school as a whole and with changes in content. The website will serve key constituencies as a central site for information about the school of social work.

Revised May 2012
Procedures:

1. Responsibility for the development and management of the website will be the director.

2. The director will ensure that the marketing plan guiding the school will incorporate a set of objectives, identify resources, and offer a schedule for updating the school’s website.

3. Annually the director will request of the executive committee a summative evaluation of the website to ensure its relevance to the school.

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### 3.6 Community Building within the School

**Policy Number:** 3.6.1

**Policy Name:** Student Orientation

**Policy Statement:**

Prior to the initiation of the academic year in the fall the Anne and Henry Zarrow School of Social Work will host a student orientation to academic programs, the life of the school, and the campus life.

**Procedures:**

1. Undergraduate and graduate program coordinators share responsibility for the execution of this policy.

2. The orientation to the school includes both informational sessions about programs and workshop content supporting student success.

3. Workshop content includes student conduct policies, orientation to essential academic skills, and professional development content.

4. The program coordinators conduct a formal evaluation of the program and use this evaluative content in planning subsequent orientation programs.

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**Policy Number:** 3.6.2

**Policy Name:** Celebrations during the Course of the Academic Year

**Policy Statement:**
To strengthen the community life of the school as a whole the Anne and Henry Zarrow School of Social Work will sponsor celebrations during the course of the academic year that bring together faculty, students, practicing social workers and stakeholders into contexts of sharing, socialization, and positive interaction. An end of the year recognition celebration in which it honors the contributions of the faculty, practicum instructors, students, contributors and donors to the school.

Procedures:

1. Planning and execution of the celebrations are undertaken by the staff of the director’s office.

Policy Number: 3.6.3
Policy Name: Recognition of Student and Faculty Contributions

Policy Statement:
By the end of the academic year the Anne and Henry Zarrow School of Social Work will recognize and disseminate content on the significant contributions staff, faculty, practicum instructors and students make to the life of the school.

Procedures:

1. The school will design and disseminate via e-mail attachment an electronic annual report on the contributions staff, faculty, practicum instructors and students make to the life of the school.

2. The design and dissemination of the document will be the responsibility of the staff members within the director’s office.

3.7 Assessment Program

Policy Number: 3.7.1
Policy Name: School’s Commitment to Assessment for Continuous Improvement

Policy Statement:
The school is committed to an assessment program that offers data concerning the areas of marketing, benchmarking, teaching, the student learning experience, accreditation, research productivity, and mission integrity. Following from this commitment is the establishment and support of an Assessment Program and the allocation of personnel to lead and manage the assessment program. The principal aim of this program is to engage the school in continuous improvement of its activities, programs, and outcomes.

Procedures:
1. Annually the director of the school will appoint a lead faculty member to develop and implement the assessment activities of the school.

2. The lead faculty member will be responsible for strategic advancement of the office and for annual program planning, self-assessment, continuous improvement, implementation of specific assessment activities, and report preparation and dissemination.

3. The lead faculty member will work with the director and assistant director of the school to promote utilization of assessment data for the purposes of quality improvement of administration, curriculum planning, advancement of teaching, improvement of the student learning experience, and the further development of research, scholarship, and service.

4. The lead faculty member for assessment will ensure that the office has in place a relevant and current strategic plan, annual plan of work, and continuous improvement process.

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Policy Number: 3.7.2

Policy Name: Assessment Framework and Scope

Policy Statement:

The school is committed to the development of a comprehensive assessment program whose scope includes the capturing of data relevant to the advancement of mission integrity, strategic planning, tactical and annual planning, teaching and learning, research, service, and overall effectiveness of the school. Annually, the Assessment Program will offer a framework and plan that defines its activities for a given academic year. The office’s own strategic plan will guide its long range aims and activities.

Procedures:

1. The lead faculty member annually will report to the faculty on the framework of assessment to address the needs of the school as influenced by changes in external and internal expectations, marketing objectives, accreditation needs, program development activities, and the continuous improvement objectives of the school.

2. The lead faculty member will communicate in his or her annual report to the faculty the scope of the assessment program and will highlight change or modifications that emerge from the previous academic year.

3. The lead faculty member will incorporate the assessment framework and the scope of assessment in the strategic plan and annual work plan of the Assessment Program.
Policy Number: 3.7.3

Policy Name: Annual Cycle of Assessment

Policy Statement:

The school’s cycle of assessment begins in the summer semester with the initiation of planning activities leading to the formulation of an annual academic year plan for assessment and the refinement of the school’s strategic assessment plan. Fall semester the office will focus on the assessment of teaching and the student learning experience while spring semester will address the extent to which students’ achieve outcomes of learning and professional development. Throughout the academic year, the office will address administrative assessment tasks pertaining to mission integrity, marketing, benchmarking, and strategic planning.

Procedures:

1. In the summer prior to the start of an academic year, the lead faculty member for assessment will publish a calendar of assessment activities for a given year.

2. In consultation with the school’s director and assistant director, the lead faculty member will ensure that the school’s assessment calendar fulfills the expectations set for the office, the needs of administration, and the needs of the school.

3. The school’s director will ensure that the Assessment Program possesses those resources it needs to fulfill its expectations and assessment activities as set forth in the annual calendar of the office.

4. By the end of an academic year the Assessment Program will conduct a summative evaluation of its activities over the course of the year and will evaluate (1) the extent of its progress, (2) accomplishment of specific objectives, and (3) principal outcomes.

Policy Number: 3.7.4

Policy Name: Faculty Responsibilities in Assessment

Policy Statement:

To facilitate the assessment of teaching, faculty members hold important responsibilities in the organization and presentation of their teaching materials including curriculum vitae, syllabi, assignments, evaluative data they generate, and their annual plans for the improvement of teaching.

Procedures:

1. Faculty members will ensure that their evaluation materials fulfill the Standards for the Preparation of Faculty Evaluation Documents to support subsequent assessment activities as they pertain to teaching, research, and service.

2. The quality of the documentation of faculty members will support the systematic assessment of the school’s aggregate performance.

3. Faculty members will have current evaluative materials on file with the director’s office by the end of December of a given year.
4. The materials faculty members submit for the purposes of assessment will also fulfill the school’s need for the evaluation of each faculty member’s performance as stipulated by annual review guidelines issued by the University of Oklahoma College of Arts and Sciences.

Policy Number: 3.7.5

Policy Name: Continuous Accreditation Management

Policy Statement:

The school maintains an active oversight of its accreditation status ensuring annually that it is meeting required standards and expectations of the Council on Social Work Education.

Procedures:

1. Annually, by the end of the first semester of the academic year, the school, through the executive committee assesses changes in CSWE accreditation requirements and in the environment of social work education and updates the strategy for the active management and oversight of accreditation.

2. The executive committee updates its plan of action for the management of accreditation by the end of the first semester of the academic year and specifies plans for satisfying existing and anticipated accreditation expectations.

3. By the end of the academic year the executive committee will report to the director and faculty the school’s status relative to accreditation readiness, action steps the school has taken to strengthen its accreditation status, and limitations and needs the school possesses relative to accreditation readiness.

4. The director of the school and the executive committee ensures by the end the academic year that the school’s policy system incorporates those policy statements, procedures, and action steps the school requires to be in compliance with accreditation.

Policy Number: 3.7.6

Policy Name: Reporting and Dissemination of Assessment Data and Findings

Policy Statement:

It is the responsibility of the Assessment Program to report to the administration and faculty of the school as well as to the school’s principal constituencies on assessment data across the domains of marketing, benchmarking, teaching, learning, mission integrity, research and service. The reports the office prepares will produce information relevant to advancing the school’s capacity for quality improvement. Dissemination of data will be driven by activities the office outlines in its annual work plan.

Procedures:

Revised May 2012
1. Within the annual calendar guiding the work of the Assessment Program will be a stipulation of reporting periods in which key reports are disseminated to the administrators of the school, faculty, and key constituencies.

2. Reports will be archived on the web page of the Assessment Program.

3. The office will ensure that the reports it generates for specific groups or people within the school meet their needs for performance, quality improvement and strategic or annual planning of their activities.

Policy Number: 3.7.8

Policy Name: Utilization of Assessment Findings

Policy Statement:

The Assessment Program will engage in an active program of utilization framing assessment data in ways that they can be employed directly in administrative decision making, program development, continuous improvement, and advancement of the principal programs of the school, particularly educational ones.

Procedures:

1. The Assessment Program will identify principal overarching strategies guiding the advancement of the utilization of assessment data within the school.

2. In concert with the director, assistant director, and executive committee of the school, the lead faculty member for assessment will identify utilization objectives guiding the work of the office in a given academic year.

3. Reports the office produces will identify implications for the utilization of data in the advancement of principal school activities.

4. Subsequent evaluation of the activities of the Assessment Program will focus on the extent to which the data and information it produces is utilized within the school for the purposes of performance, improvement, and action.

Policy Number: 3.7.9

Policy Name: Improvement of the Assessment System

Policy Statement:

The administrators of the school in partnership with the executive committee will undertake a program review of the Assessment Program every three years to ensure that the program produces useful data and merits the allocation of resources. To this end, the office will produce annually plans that incorporate self assessment and aims and objectives guiding continuous quality improvement of the unit.
Procedures:

1. The director of the school will specify program review criteria and process governing the review of the assessment program and Assessment Program.

2. The lead faculty member within the year in which program review is scheduled will produce a self study for submission to the director of the school.

3. The director will undertake the program review in collaboration with the executive committee of the school.

4. The program review will produce content relevant to the continuous improvement of the office and the lead faculty member will address each recommendation the director makes for the advancement of assessment within the school.

Policy Name: Centers and Programs

Policy Statement:

The Anne and Henry Zarrow School of Social Work hosts various centers.

Procedures:

1. The establishment of a center or program in the School must be approved by the Director.

2. Centers will identify a mission that compliments the mission and vision of the School.

3. Each center will have a steering committee with members approved by the Director.

4. Each center will establish a set of by-laws that govern the center’s operating.

5. Programs and centers will provide an annual report that highlights budget, expenditures, and activities.

6. The Director approves all expenditures of programs and centers.
Policy Name: Board of Visitors (BOV)

Policy Statement:

The Board of Visitors consists of individuals who represent the social work community or community of donors. The Board of Visitors serves the school around issues of student support, fundraising, and advocacy.

Procedures:

1. Members are appointed to the Board of Visitors by the Director for two year terms. Members may serve two consecutive terms.

2. The Chair of the Board of Visitors is elected by the membership of the Board of Visitors every two years. The Chair may serve for two consecutive terms.

3. The Director provides a bi-annual report of the School to the Board of Visitors.

4. The Director reports to the Board of Visitors elements of the strategic annual plan related to School support, fundraising, and advocacy.

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<tr>
<th>Last Revised:</th>
<th>Relevant Appendices:</th>
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MASTER SYLLABUS TEMPLATE

Note:
IG - individual instructor generated, but required sections on every syllabi (these are highlighted in blue).
CCG - curriculum committee generated, required on every syllabi (these are highlighted in yellow).

All other language is permanent, the same on every syllabus in BSW and MSW program.

THE UNIVERSITY OF OKLAHOMA
ANNE AND HENRY ZARROW SCHOOL OF SOCIAL WORK

<table>
<thead>
<tr>
<th>SWK XXXX – COURSE NAME</th>
<th># CREDITS</th>
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<tbody>
<tr>
<td>I. COURSE DESCRIPTIONS:</td>
<td></td>
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<tr>
<td>A. Course Title:</td>
<td>CCG: SWK XXXX CC Course Title Here</td>
</tr>
<tr>
<td>B. Catalog Description:</td>
<td>CCG approved description</td>
</tr>
<tr>
<td>C. Hours of Credit:</td>
<td>CCG semester hours</td>
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<tr>
<td>D. Prerequisite:</td>
<td>CCG: list any prerequisites as listed in catalog and graduate bulletin</td>
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<td>II. PURPOSE:</td>
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<tr>
<td>CCG: Purpose of course is succinctly stated here, approved by curriculum committee</td>
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<tr>
<td>III. EDUCATIONAL OUTCOMES:</td>
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<tr>
<td>Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:</td>
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<tr>
<td>A. CCG: Outcomes for this class listed here; all sections have same outcomes. Retain all approved outline formats. Outcomes are linked to competencies and major course divisions, and should be clear and specific.</td>
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<tr>
<td>IV. SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS ASSESSED:</td>
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<tr>
<td>CCG: Each course identifies the relevant competencies and practice behaviors addressed in course Format below;</td>
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<tr>
<td>A. List the competency here</td>
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<tr>
<td>i. List the practice behavior here (Assessed in Assignment #)</td>
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Revised October 12
V. TEXT(S):

At least one primary text must be selected from the approved textbook lists. The approved text list will consist of 1-3 textbooks. This list is developed by the content area subcommittee and approved by the curriculum committee. Instructors are free to use supplemental texts, articles, or learning materials in addition to the primarily text as desired. * If your preference is not on the list, please submit your selection(s) to the curriculum area committee chairperson for approval.

IG: instructor must indicate textbook

VI. TEACHING/LEARNING METHODS:
IG: Individual instructors complete this section, highlighting teaching style, learning methods used in course

VII. CLASS POLICIES:
A. Methods of Evaluation
   IG: Individual instructors indicate how students will be graded

B. Breakdown of Class Grading
   CCG: Common assignments listed here, weights must total at least 50% of the course grade or a higher percentage if determined by the sub-committee. Individual minimum weights will be specific for each assignment & these minimum weights will sum to the total minimum for all assignments.
   IG: Individual instructors indicate the point value of assignments

C. Academic Conduct
   Each student should acquaint him or herself with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at www.ou.edu/studentcode. Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW code of ethics.

D. Statement of Reasonable Accommodation
   The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course.

<table>
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<tr>
<th>Norman</th>
<th>Tulsa</th>
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<tr>
<td>Disability Resource Center</td>
<td>Office of Disability Resources</td>
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<tr>
<td>620 Elm Avenue – Suite 166</td>
<td>Schusterman Center</td>
</tr>
<tr>
<td>Goddard Health Center</td>
<td>4502 East 41st Street</td>
</tr>
<tr>
<td>Norman, OK 73019-2093</td>
<td>Tulsa, OK 74135-2512</td>
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<tr>
<td>405-325-3852 (voice)</td>
<td>(918) 660-3100</td>
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<tr>
<td>405-325-4173 (voice)</td>
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<tr>
<td>Email: <a href="mailto:drc@ou.edu">drc@ou.edu</a></td>
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E. Provost-Approved University Activities and Religious Observances
   It is university policy “to excuse student absences that result from religious observances and to

Revised October 12
provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

IG: *individual faculty can add additional class policies if desired (start with letter F).
(Example: class distractions, late assignments, attendance)

VIII. MAJOR COURSE DIVISIONS:
A. CCG: Content area subcommittees generate these course divisions and list on syllabus. This should read like a general list of the content covered in the course. Instructors responsible for covering these divisions, in the order they determine and list in course calendars. All sections have the same major course divisions.
IG: As long as all major course divisions are covered, individual instructors can add major course division or additional content within these as desired.

IX. COURSE SCHEDULE:
IG: Individual instructors must provide a detailed course schedule. List here the due dates of readings, topics, assignments, and schedule.

X. COURSE ASSIGNMENTS:
CCG: Common assignments: each required course will include common assignments. These assignments assess and list the competencies & practice behaviors of this course, which are listed in Roman numeral IV. The competencies & practice behaviors addressed by each assignment must be listed.
IG: Additional assignments assigned by individual instructor. These assignments must also relate to the course competencies.

XI. BIBLIOGRAPHY:
CCG: Content area subcommittees generate, update and approve these bibliographies. All sections contain this bibliography. List contains materials that are not required for the course.
IG: Individual instructors may add additional references as desired.

Revised October 12
Course Title:

Course Number: SWK 5XXX

Course Description:

Class Dates, Location, and Hours:

Last Day to Enroll or Drop Without Penalty:

Site Manager: Cathy Yeaman. Phone: 405-325-3333; Fax: 405-325-9148; E-mail: apnorman@ou.edu

Course Professor:

Mailing Address:

Telephone Number: Fax Number:

E-mail Address:

Professor availability:

Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore at www.oklahomaunion.bkstr.com. Orders may also be placed by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).

Required Text:

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Description: Copy and paste from Master Course Syllabus

Purpose: Copy and paste from Master Course Syllabus

Social Work Competencies and Behaviors: Copy and paste from Master Course Syllabus

Educational Outcomes: Copy and paste from Master Course Syllabus

Teaching and Learning Methods: Copy and paste from Master Course Syllabus

Methods of Evaluation and Class Policies: Copy and paste from Master Course Syllabus

Integration of Specific Content Areas: Copy and paste from Master Course Syllabus

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
MAJOR COURSE DIVISIONS:

Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Assigned Readings</th>
<th>Assignments Due</th>
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Assignments: Copy and paste from Master Course Syllabus

Grading Breakdown:

ATTENDANCE/GRADE POLICY NOTICE

Government regulations for completing coursework frequently differ from university requirements. Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

ACADEMIC HONESTY

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

a) cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
b) assisting others in any such act;
c) or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the Student Code of the University of Oklahoma.

Please see OU website for details concerning OU Academic Honesty policy set forth by the Honor Council. www.ou.edu/honorcouncil.

ACCOMMODATION STATEMENT

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. The College and the University provide a range of special services for those with disabilities. If you anticipate a need for some of these services, please contact your OU Site Manager.

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Manager. Students should retain a copy of any assignments that are mailed to the professor for the course.

COPYRIGHT

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.
Brief Instructor Vita

EDUCATION

CURRENT POSITIONS

FREQUENTLY TAUGHT ADVANCED PROGRAMS COURSES

MAJOR AREAS OF TEACHING AND RESEARCH INTEREST

REPRESENTATIVE PUBLICATIONS AND PRESENTATIONS

MAJOR PROFESSIONAL AFFILIATIONS

REPRESENTATIVE HONORS AND AWARDS RECEIVED
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Welcome to the Anne and Henry Zarrow School of Social Work. We are pleased that you have decided to work with us as an adjunct professor. The following manual is designed to provide adjunct instructors with the information needed to orient to teaching in the Anne and Henry Zarrow School of Social Work. Your partnership is critical to the educational mission of the school and we are proud to have you as a partner in this important work. The school’s website can also be an important resource for instructions, please visit the site at http://www.ou.edu/socialwork. Please read over the manual carefully and be in touch if you have questions or concerns!
<table>
<thead>
<tr>
<th>CAMPUS INFORMATION</th>
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</thead>
<tbody>
<tr>
<td><strong>NORMAN</strong></td>
</tr>
</tbody>
</table>
| The University of Oklahoma  
Anne and Henry Zarrow School of Social Work  
700 N. Elm  
Norman, OK 73019-1060  
[www.ou.edu/socialwork](http://www.ou.edu/socialwork)  
405-325-2821 | The University of Oklahoma-Tulsa  
Anne and Henry Zarrow School of Social Work  
4502 E. 41st St.  
Tulsa, OK 74135  
[www.ou.edu/socialwork](http://www.ou.edu/socialwork)  
918-660-3355 |
| **Norman Social Work Administrative Staff** | **Tulsa Social Work Administrative Staff** |
| Donald R. Baker, Ph.D., Director  
405-325-1399  
drralph@ou.edu  
Student Concerns, Problems, Scheduling | Julie E. Miller-Cribbs, Ph.D, Assistant Director and Graduate Program Liaison  
918-660-3378  
jmcribbs@ou.edu  
Student Concerns, Problems, Scheduling |
| Anthony Natale, Ph.D., Graduate Program Coordinator  
405-325-1408  
anatale@ou.edu  
Graduate Admissions | Lori Franklin, Graduate Program Coordinator  
918-660-3350  
lfranklin@ou.edu  
Graduate Admissions, Student Concerns, Problems, Scheduling |
| Ann Riley, Ph.D., MSW  
Field Education Coordinator  
(405) 325-1395  
anriley@ou.edu  
Field Program in Norman | Barbara Bramble, MSW  
Field Education Coordinator - Tulsa  
918-660-3379  
bbramble@ou.edu  
Field Program in Tulsa |
| Laurie Bradford  
Managerial Associate  
(405) 325-9063  
lbradford@ou.edu | Amy Arnold, Admissions & Enrollment Coordinator  
918-660-3385  
aarnold@ou.edu  
General Help |
| Diane Freeman, Administrative Assistant  
405-325-2822  
dkfreeman@ou.edu  
Undergraduate Admissions & Special Events | Lauren McKinney, Staff Assistant  
918-660-3489  
lmckinney@ou.edu  
Ordering Textbooks, Evaluations |
| Steve Wells, Ph. D., Undergraduate Program  
405-325-1064  
spwells@ou.edu  
Undergraduate Admissions | Laura Kent, Fiscal & Field Education Coordinator  
918-660-3340  
lkent@ou.edu  
Field Program in Tulsa, Travel, General Help |
| Renda Aycock  
Administrative Assistant, Practicum Program  
(405) 325-8569  
raycock@ou.edu  
Practicum Program in Norman | Christina Young, Graduate Admissions Secretary  
405-325-2821  
cdyoung@ou.edu  
General Help for Admissions |
Mission and Goals Overview
The mission of the Anne and Henry Zarrow School of Social Work was revised in December 2010 and is highlighted below.

The Anne and Henry Zarrow School of Social Work advances relevant and high quality knowledge and values of social work practice useful in preparing competent social workers who can elevate the status of people, populations or communities that experience considerable vulnerability and injustice within Oklahoma and the broader society.

The following represent themes that cut across all of the strategies the school undertakes, ones that guide the action the school undertakes to enact its mission.

Achieving national significance through statewide relevance.

- The school acts mindful of what Oklahoma needs and imbues its action with efforts to address or otherwise fulfill those needs.
- Through its strategic action, others see the school as locally meaningful, relevant to the social issues Oklahoma faces, and nationally significant in the design, implementation, and/or outcome of its programs.

The school enjoys an outstanding reputation within the university.

- The school expands awareness of its work and achievements among multiple constituencies. The school strengthens its reputation for excellence in teaching and learning of social work, inquiry for practice advancement, and collaborative engagement.

The school earns the admiration and resources of critical stakeholder groups within the state.

The school expands marketing of its good work through dissemination, awareness building, and communication nationally and statewide.

The program has identified several goals that are derived from the program’s mission.

1. to graduate social work professionals who can work effectively with diverse individuals, families, groups, organizations, and communities;
2. to position social workers within critical areas of need, particularly at geographic, organizational, and system levels.
3. to increase the availability of social work professionals from historically oppressed groups and diverse backgrounds;
4. to advance pedagogical practice in order to diversify learning opportunities for social work students at the three levels of instruction (BSW, MSW, Continuing Professional Education)
5. to improve human service systems through:
   - scholarship, research, and evaluation
   - service and leadership to human service programs; and,
   - continuing education and training.

The School achieves its mission and goals by developmentally preparing professional social work practitioners who are committed to practice that includes services to the poor and oppressed, by improving and developing social service programs, and by promoting professionalism in social work. To this end, the School offers two degree programs: an
undergraduate major in social work leading to a Bachelor of Arts and a graduate program leading to a Master of Social Work.

The school has adopted and is implementing a developmental curriculum that recognizes student entrance at different levels of preparation, such as the novice level. The curriculum recognizes the importance of moving students forward through approaches to mastery and competence that instills within students the necessary attitudes, motivation, knowledge, and skills sound practice requires. The curriculum prepares students for life-long learning within specific domains of their own choosing. Each degree program anticipates student movement into particular domains formed by human need and social issues, social policies, systems of care, and particular organizations. Increasingly the school leaders are developing a curriculum that integrates level and methods of social work practice with domain mastery. Domain mastery involves students in thinking about and developing the requisite knowledge base to perform within particular domains such as work with children and families.

The School prepares practitioners who will use an integrated combination of theories, conceptual knowledge, values, and skills to serve diverse client and community systems. The undergraduate program and the foundation requirements of the graduate program are based on a generalist model that emphasizes skills, knowledge, and values basic to all social work practice. In their final year of graduate study, students take one of two advanced concentrations: 1) Direct Practice (DP), or 2) Administration and Community Practice (ACP) offered at both campuses, Norman and Tulsa.

Vision Statement – OU School of Social Work
The school seeks to become an outstanding regionally salient resource in the development of the social work profession mindful that it serves as the flagship entity within the state of Oklahoma for the preparation of social work professionals at three levels: (1) undergraduate, (2) graduate, and (3) continuing professional development. Those qualities it requires to achieve this impact involve:

- A learning environment that is both highly challenging and supportive of students who come from diverse backgrounds socio-demographically, in terms of identity, in terms of social and geographic location, and in terms of educational preparation.
- A school that mirrors social work values and infuses them holistically within every aspect of its work.
- A place that practices integrity and justice throughout.
- A school that is committed to students and supports their professional development.
- A place that celebrates social work traditions and honors both past and present accomplishments, particularly among students.
- A school that values diversity in thought, scholarship, identity and action.
- A school that extends itself into action settings mindful of the need to further develop the capacities and effectiveness of communities, organizations, and systems of care.
- A school in which communities of practice thrive.
  A place that values participation of all stakeholders, both internal and external to the institution and is responsive to the changing needs of the state of Oklahoma, the profession, and the school itself.

The School achieves its mission by preparing skilled social work practitioners who are committed to practice that includes services to the poor and oppressed, by improving and developing social service programs, and by promoting professionalism in social work in Oklahoma. To this end, the School offers two degree programs: an undergraduate major in social work leading to a Bachelor of Arts (BSW) and a graduate program leading to a Master of Social Work (MSW). The mission and goals of the school are consistent with those of professional social work education and of the University of Oklahoma.
Paperwork for New Employees
In order to establish your adjunct position and be paid, you will receive new hire paperwork information from the appropriate campus contact. Should you need to contact us, please utilize the contacts below.

<table>
<thead>
<tr>
<th>NORMAN</th>
<th>TULSA</th>
</tr>
</thead>
</table>
| Diane Freeman  
405-325-2822  
dkfreeman@ou.edu | Laura Kent  
918-660-3340  
lkent@ou.edu |

Textbooks
Textbook request forms will be sent out by the appropriate campus contact. You should operate on their deadlines for returning these forms. You may order a reference/desk/exam copy by contacting the publisher. Including your information sets you up to receive free items from the publisher throughout the year.

<table>
<thead>
<tr>
<th>NORMAN</th>
<th>NORMAN</th>
<th>TULSA</th>
<th>TULSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordering Textbooks</td>
<td>Questions Regarding Textbooks</td>
<td>Ordering Textbooks</td>
<td>Questions Regarding Textbooks</td>
</tr>
</tbody>
</table>
| Diane Freeman  
405-325-2822  
dkfreeman@ou.edu | Don Baker  
405-325-1399  
drralph@ou.edu | Lauren McKinney  
918-660-3489  
lmckinney@ou.edu | Julie Miller-Cribbs  
918-660-3378  
jmcribbs@ou.edu |

Master Syllabus & Adjunct Responsibilities
Each course in the school of social work has a master syllabus (Appendix A). This master syllabus contains the course description, objectives, links to other courses, and main outline of content and specific OU policies. Each semester the sequence chair (the faculty person who is responsible for maintaining and distributing the master syllabi within a subject domain) will distribute the master syllabi to all instructors. Further, adjuncts must submit their course calendar (instructions below) to the sequence chair for approval.

Note: for those instructors teaching in Advanced Programs (College of Continuing Education), a modified master syllabus is used. This is located in Appendix B.

Expectations for Instructors

Course Calendar
This important document is your contract with students and should outline your specific expectations/policies. When making your course calendar please check for holidays, spring break, etc. The OU Academic Calendar is available online. Please note: you must submit your course calendar to the faculty member responsible for your content area BEFORE the start of the semester for approval. If you are not aware of who this person is, please contact the director or assistant director for guidance.

The Master Syllabus template clearly delineates those parts of the syllabus that remain the same for all sections and what content is instructor generated. The template is included at the end of this document.

However, in general, the Course Calendar should include:

- Housekeeping information
  - Course number and name
  - Semester
  - Professor
  - Classroom
  - Phone Number
  - Office Hours
• Instructor specific expectations (this includes policies on late assignments, basis of course grade policies, class attendance, grading scale, policies, academic misconduct, class participation, or class distraction)
• Detailed information about assignments-including a detailed description of assignment elements, grading requirements, points toward the final grade and due date

NOTE: OU policy, effective with the Fall 2010 semester, requires that course syllabi be posted in Desire to Learn (D2L). See Appendix F for instructions.

Preparation Time
For courses that you have taught before, it takes approximately 2 hours out-of-class for each hour of class for preparation and grading. This means that, for a routine, 3-hours per week course, the teacher should expect to spend a total of 9 hours: 3 hours of class time and 6 hours of preparation and grading, averaged out over the semester or quarter. For new preparations, i.e, courses one is teaching for the first time, the teacher should double the out-of-class time. That is, plan to spend 14 hours per week: 3 hours of class time and 12 hours of preparation and grading. Specific situations will cause this ratio to go up or down, such as going up for a large class with lots of writing assignments, or going down if one has a small class and few writing assignments, etc.

Inclement Weather
The OU website contains information about class cancellations. If OU cancels class/closes the campus, there will be no class. Usually such classes are not ‘made up’ so it is likely that your course schedule will need some adjustments.

Attendance
Students are expected to attend class. Excessive tardiness or absences are grounds for failing the course. Please refer to the graduate handbook for specific information.

Student Issues/Concerns
Sometimes you may become aware of special student issues/concerns (i.e., illness, death in family, etc.) Please encourage these students to seek out their advisor or the director/assistant director, particularly if there are concerns about the student’s academic performance.

Serious academic concerns (failing work, excessive absences from class, plagiarism or other academic misconduct) and student behavior (excessive class disruptions, rude or inappropriate behavior in class) should be brought to the attention of the director or assistant director. The director or assistant director can refer the student to available support services (counseling, writing Center, etc.) or to student affairs or Dean’s office in cases of academic misconduct or problematic behavior.

The student Academic Misconduct Code is located at: http://integrity.ou.edu/ Information about Plagiarism is located in Appendix D.

Below are some resources for managing challenging behavior in the classroom.

Best Practices for Preventing and Managing Challenging Classroom Situations
http://www.worcester.edu/currents/archives/volume_1_number_2/currentsv1n2wingertp4.pdf
Teaching Tips Index (see difficult students, dealing with stress, and motivating students)
http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm
<table>
<thead>
<tr>
<th>Challenging Behavior</th>
<th>Potential Management Strategies</th>
</tr>
</thead>
</table>
| **1. Unprepared:** A small group of students often attends your class, but its members have not read the assigned readings, and therefore contribute little in discussions. How would you handle this situation? | • Give brief, periodic quizzes  
• Provide study questions or study guides to be completed by class session (can be submitted for grading)  
• Assign students to present selected content to the class |
| **2. Inattentive:** A few students enjoy reading the paper during class or frequently carry on their own conversation, which, at times, annoys others. How would you handle this situation? | • Try using small groups (increases engagement)  
• Use Think/Pair/Share (call on inattentive students, after asking a question that students think about and share with a peer)  
• Use Write/Pair/Share (call on inattentive students, after asking a question, having students write down an answer, and having them share their answers with a partner) or One-Minute Paper (call on those students, after asking a question, and students write a one-minute answer)  
• Move around the classroom for proximity to inattentive students  
• Rotate class seating or re-group students  
• Confer with student(s) privately |
| **3. Reluctant to Participate in Class:** (Name) comes to class, sits in the back of the class near the door, rarely speaks to classmates, and has yet to ask or share information in class. How would you handle this situation? | • Use structured small groups: assign group roles and require group processing  
• Randomly select group members to share a summary of group work  
• Use Think-Pair-Share and Write-Pair-Share |
| **4. Hostile/Oppositional Behavior:** (Name) seems to have a chip on his/her shoulder. His/her comments in class often sound either angry or hostile. Even his/her nonverbal behavior seems contentious (looks of contempt, etc.). How would you handle this situation? | • Acknowledge student as an individual (encouraging comments on assignments, confer with student on assignments, respond in a constructive manner, etc.)  
• Meet privately with the student and respectfully ask him or her to moderate his or her behavior.  
• Listen carefully and respectfully. Then state your position, calmly presenting the issue to entire class, and encourage responses |
| **5. Argumentative/Heated Discussions:** A lively class discussion has turned into an intense argument involving 4-6 students. Hostile and damaging comments are being exchanged. How would you handle this situation? | • Use constructive controversy/structure a debate (Johnson, D. & Johnson, R., 1997):  
  ○ Encourage discussion of multiple views  
  ○ Instruct students to debate the opposite view  
  ○ Encourage discussion of multiple views  
• List evidence of views on board (T-Chart or Two-Column method or more, representing each view)  
• Slow tempo of voice and ask an open-ended question |
6. Cheating/plagiarizing Student Behavior:
You just discovered a student cheating on an exam in your large lecture class of 150 students. How would you handle this situation?

- Review University’s policy [e.g., (Office for Student Conduct and Academic Integrity)]
- Remind class about consequences of cheating (e.g., failing assignment/test, lowering final grade, failing course, etc.)

To Prevent Cheating:
- Review policy in syllabus
- Require multiple drafts of paper
- Use different forms of the same test of randomized test items


Teaching Evaluations
The Evaluation process is conducted electronically. At the end of the semester, course evaluations will be sent to students via email. Once the evaluation process is completed, instructors will receive the feedback/evaluations to review electronically.

Grades
Grades are due at the end of each semester. An email is sent out at the end of the semester informing all of due dates. Instructions for Faculty on assigning grades can be found at http://www.ou.edu/content/dam/portal/documents/oZONE%20Faculty%20Grade%20Assignment%20channel.pdf
Grades are submitted online.

If you teach a weekend course that completes before the end of semester, the grade sheet will not be available until the end of the semester in which the course is taught.

Incompletes
An Incomplete is designed for students who, through circumstances usually not within their control, cannot complete the last 10-30% of the required assignments in a course. This would generally include only the final exam or a last written assignment. If a student misses one or two assignments at the beginning or middle of a course, s/he should make up the work during the term or withdraw from the course and retake it.

Both instructor and student must agree to the terms under which the missing work is to be completed. A form (see Appendix G) must be signed by each party and turned in with the grade sheet to the Office of Academic Records at the end of the semester.

A student may NOT repeat a course to complete it.
A student should not ‘sit in on’ a course to complete it. Again, this implies the student had too much unfinished work to receive an ‘I’, and it is against University policy for a student to audit a course without enrolling and paying tuition and fees.

An instructor should not give an Incomplete without the student’s consent. Occasionally a student cannot come to campus to sign this form, and the instructor may note on the form that s/he spoke with the student or a family member.

If a student fails to take a final exam or does not turn in a last assignment at the end of a semester without first contacting the instructor, the instructor should award the final grade earned. If the student later contacts the instructor and gives a reasonable explanation for not completing the course, the instructor may change the student’s grade to ‘I’ and allow the student time to complete the work within the one-year deadline.

If a student has not completed the requirements to remove the ‘I’ by the end of the one-year deadline, the Instructor is to turn in the “grade to be assigned if work is not turned in by this date.”

**Teaching & Classroom Resources and Information**

**Instruction Resources**
- OU Resources
- Technical Resources
- Classroom Resources
- Tutorials
- Educational Development Resources: [http://teaching.berkeley.edu/teaching.html](http://teaching.berkeley.edu/teaching.html)

**OU Resources**

**OU FACULTY RESOURCES** [http://www.ou.edu/web/faculty_staff.html](http://www.ou.edu/web/faculty_staff.html)

University of Oklahoma Center for Teaching Excellence [http://www.ou.edu/pji/](http://www.ou.edu/pji/)
- OU Norman: [http://www.ou.edu](http://www.ou.edu)
- OU Norman Library: [http://libraries.ou.edu/](http://libraries.ou.edu/)
- OU Library Services for Faculty: [http://oldlibrary.ou.edu/services/index.asp?id=1](http://oldlibrary.ou.edu/services/index.asp?id=1)
- OU-Tulsa: [http://tulsa.ou.edu](http://tulsa.ou.edu)
- OU-Tulsa Library: [http://tulsa.ou.edu/Library/index.htm](http://tulsa.ou.edu/Library/index.htm)
- OU-Tulsa Student Affairs: [http://tulsa.ou.edu/studentaffairs/index.htm](http://tulsa.ou.edu/studentaffairs/index.htm)
- OU-Tulsa Writing Lab: [http://tulsograd.ou.edu/writing/](http://tulsograd.ou.edu/writing/)
- HR’s Employee Resources Focus Newsletter: [http://www.hr.ou.edu](http://www.hr.ou.edu)

**OZONE**

OZONE offers information and support to students, faculty and staff. OZONE can be accessed by visiting [https://ozone.ou.edu](https://ozone.ou.edu). To log into OZONE you must use your 4x4 and password. OZONE is a University of Oklahoma wide information system used to aid in IT/computer support, the use of D2L, managing your classes, managing your OUNet ID, access the library, accessing academics, and receiving employee updates. There are several other uses for OZONE. As an instructor, give yourself enough time to learn the OZONE system before the semester begins. Ozone is also where you locate your room number for the semester.

**Desire to Learn or D2L**

D2L is OU’s system of choice utilized to post assignments, class discussions, quizzes or tests, grades, etc. Assignments can be set to open and close at specified times. Lectures and power point presentations can be downloaded for class
use. Students can also turn in assignments electronically through the D2L system. The use of D2L can and will limit the
amount of paper used during the semester where most of your class can be conducted electronically. Please be sure to
allow yourself ample amount of time to acquaint yourself with the D2L system before your class begins.
NOTE: OU policy, effective with the Fall 2010 semester, requires that course syllabi be posted in Desire to Learn
(D2L). See Appendix F for instructions.

Graduate Program Bulletin
The Graduate Program Bulletin for Social Work is available online. This contains information on the MSW degree,
graduate admission policy, student conduct, the MSW curriculum, dual degrees and related programs, and enrollment
information.

Technical Resources
- OU Information Technology Faculty Website
  https://webapps.ou.edu/it/faculty/
  - OU Rosters: https://ozone.ou.edu If you are assigned as the official Instructor of Record of a class, you will
be able to log in and access the following:
    - Email the class
    - Download a spreadsheet of your class roster
    - Photo Rosters
    - Number of students enrolled
    - Time and location of class
- Desire-2-Learn (D2L).
  - Information on Course Management Software & Information Technology https://webapps.ou.edu/cms/

Tutorials
Online Tutorials available at the OU Library Website http://libraries.ou.edu/help/tutorials/
The tutorials include:
- Introductory Modules
  - Using the Instruction Modules (2:30)
  - Navigating the Library Site (3:15)
  - Using LORA (3:00)
  - Academic Integrity: Avoiding Plagiarism (13:02)
- Learning About Information
  - Evaluating Information Needs (Introduction, Popular/Scholarly/Trade Periodicals, & Primary and Secondary
  Sources) (7:30)
  - Evaluating Information Sources (self-paced)
  - Understanding Scholarly Information (2:51)
- Searching for Information
  - Catalog Basic Searching (3:30)
  - Catalog Advanced Searching (2:00)
  - Searching the Catalog for Periodical Titles (6:30)
  - Searching Databases (7:00)
  - Article Linker (3:15)
  - Choosing Search Terms (5:45)
  - Business Resources
  - Finding Maps in the Geology Library (5:30)
- Distance Education
  - College of Liberal Studies
Building and Equipment Needs

Room Assignment & Information

Tulsa
The location of a class is made based on a master OU-calendar for all departments and schools within OU-Tulsa. Class rooms are assigned based on the teaching needs of the class, i.e. the computer lab may be needed to teach Research I & II. Security (located on the 1st floor/South entrance of the main building) will open rooms 30 minutes prior to the scheduled class. All outside doors lock at 6:00pm nightly. To gain entrance into the main building after 6:00p you must enter at the South entrance where the security office is located. If teaching a weekend class, to gain entrance into the main building on Saturday or Sunday morning, you must enter through the South entrance where the security office is located.

NOTE: If you reset the room, please return it to its original setting. See photos below:

Correct Reset

Messy Reset (tables aligned, four rows, etc)

Copy Room Access & Needs

Tulsa
As an instructor you will have access to the mail/copy rooms. The mail room is on the 1st floor of the J wing where staff mail boxes and a copier is located. Another copier room is located on the 3rd floor J wing where the Social Work Department offices are located. Each copier is equipped with a scanner and a fax. Please call/see/email Lauren McKinney at 918-660-3489 lmckinney@ou.edu before the start of the semester for a short orientation regarding use of the copier/fax/scanner. You will receive a copier code at the time of your orientation.

Norman
Please see Laurie Bradford for assistance (lbradford@ou.edu).

Library Copy & Printing Access

Tulsa
All Faculty have access to the OU-Tulsa PrintOU-T service. If for any reason you are unable to use the copy resources available to you in the Social Work Department, you may use the PrintOU-T services in the Library, using your 4X4 and password. Through this service, students, faculty and staff are allocated a twenty dollar purse, and a set number of pages they can print each semester at no additional cost. PrintOU-T is available in the 24/7 computer lab in room 1C65, the computer lab in room 3E35, the student lounge in Building 3, the second-floor copy room in the Learning Center, and in the computer commons in the Schusterman Library.
For any questions regarding the Library or the use of PrintOU-T, please contact Stewart Bower, Schusterman Library Director, at 918-660-3222, or follow these links: http://library.tulsa.ou.edu/about/printou-t http://library.tulsa.ou.edu/
Information Technology and Technical Support
Tulsa
The IT department is available during class if you run into a problem when using equipment (computer, smart board, projector, DVD/VCR, etc.) during your class session. Phones are located in each classroom. Dial 918-660-3550 to reach an IT professional.

Graduate Assistant’s or GA’s
The Social Work Department has a number of Graduate Assistants each semester to help with general office duties and research projects that various faculty members are involved in. If you need assistance with a project contact Laura Kent (Tulsa) at lkent@ou.edu or Laurie Bradford (Norman) lbradford@ou.edu

Curriculum
The school’s curriculum is developmental and consists of core competencies and practice behaviors that are written in a developmental progression. As students advance through the program, they acquire more advanced skills and are able to demonstrate core competencies as measured by practice behaviors. These competencies are practice behaviors are infused into coursework and are mapped to specific courses and assignments.

Developmental Trajectory of Acquisition of Competencies Through Curriculum

Core Competencies in Curriculum
1) Identify with the profession
2) Apply ethical principles in practice
3) Apply critical thinking in practice
4) Incorporate diversity in practice
5) Advocate for human rights and social and economic justice
6) Engage in informed research
7) Apply knowledge of human behavior in the social environment
8) Engage in policy practice to advance social and economic well being
9) Respond to content that shape practice
10) Engage, assess, intervene, evaluate practice with individuals, families, groups organizations and communities

BSW Curriculum

Overview
The Bachelor of Arts in Social Work is offered as a liberal arts degree within a professional school. The maintenance of the liberal arts degree supports the Council on Social Work Education’s recommendation that the basis for a strong

1 BSW program is offered on Norman campus only.
A professional degree is a strong liberal arts foundation. The major consists of 60 hours of general education, and major work consisting of a 3 hour lower division introductory course followed by 42 upper division hours.

**Development of a Social Work Professional: Competencies and Practice Behaviors**

Social work students must demonstrate competency as practitioners through evidence of having acquired practice behaviors. The Council on Social Work Education, through its Educational Policy and Accreditation Standards, requires the following competencies to be taught in a social work curriculum.

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Coursework**

*Foundation Year Fall Coursework includes the following courses:*
- SWK 3003 Interviewing Skills in Generalist Practice
- SWK 3103 Generalist Practice with Individuals & Families
- SWK 3233 Human Behavior: Individuals & Families
- SWK 3323 Cultural Diversity & Oppression

*Foundation Year Spring Coursework includes the following courses:*
- SWK 2223 Statistics for Social Workers
- SWK 3113 Generalist Practice with Families & Groups
- SWK 3243 Human Behavior: Groups, Organizations, & Communities
- SWK 3313 Social Welfare Policy: Analysis & Practice

*Concentration Year Fall Coursework includes the following courses:*
- SWK 4083 Research I
- SWK 4103 Generalist Practice with Organizations & Communities
- SWK 4311 Practicum Seminar I
- SWK 4315 Practicum I

*Concentration Year Spring Coursework includes the following courses:*
- SWK 4093 Research II
- SWK 4331 Practicum Seminar II
- SWK 4325 Practicum II

---

2 The full list of the competencies and practice behaviors can be viewed in Appendix H
MSW Curriculum

Overview
The program consists of both a foundation and concentration curriculum. The School requires that students complete their required Foundation classes (including practicum) prior to taking required Concentration classes (including practicum).

The Foundation Curriculum
The Foundation curriculum is based on a generalist model of social work practice and prepares students for the advanced coursework and skills needed for the Concentration year.

Foundation year competencies and the operationalization of these competencies have been developed by the Anne and Henry Zarrow School of Social Work in order to illustrate the expectations of students following the completion of the foundation curriculum. These are highlighted in Appendix I.

Foundation Coursework
The courses that comprise the Foundation curriculum:

- SWK 5083 Social Work Research Methods I
- SWK 5103 Generalist Practice with Individuals, Families, and Groups
- SWK 5233 Human Behavior 1: Individuals and Families
- SWK 5333 Human Diversity and Societal Oppression
- SWK 5413 Social Work Practicum I
- SWK 5093 Social Work Research Methods II
- SWK 5113 Generalist Practice with Groups, Organizations, and Communities
- SWK 5243 Human Behavior II: Groups, Organizations, and Communities
- SWK 5313 Social Welfare in a Changing World
- SWK 5423 Social Work Practicum II

The Concentration Curriculum
The Concentration comprises the final 30 credit hours. In both Concentrations, the required courses sum to 24 hours. Non-thesis students take 6 hours of electives to bring the total for the Concentration to 30 hours. Thesis students take 2 - 6 hours of thesis credits and additional elective hours (if any) to bring the total to 30 hours. For ACP or DP students taking the thesis option, SWK 5983 or SWK 5973 is not required (see Master’s Thesis Option section).

Students select one of two Concentrations:
- Direct Practice (practice emphasis with individuals, families and small groups)
- Administration and Community Practice (practice emphasis with larger groups, organizations and communities).

Advanced Standing students advance directly to the Concentration based on their undergraduate social work degrees.

Direct Practice Concentration

---

2 Foundation Year Competencies and Practice Behaviors are listed in Appendix
Building on a generalist foundation, students completing the Direct Practice Concentration shall possess values, knowledge and skills to function competently in social work direct practice roles. The following are the DP required courses.

**Required Courses:**

- SWK 5503  Advanced Direct Practice with Populations at Risk (3 hours)
- SWK 5613  Advanced Group Work (3 hours)
- SWK 5623  Advanced Social Work Practice with Families (3 hours)
- SWK 5973  Advanced Integrative Seminar for Direct Social Work Practice (3 hours)
- SWK XXXX  Elective (6 hours)
- SWK 5820  Practicum III (12 hours)

Direct Practice concentration year competencies and the operationalization of these competencies have been developed by the Anne and Henry Zarrow School of Social Work in order to illustrate the expectations of students following the completion of the direct practice curriculum and are listed in Appendix I.

**Administration and Community Practice Concentration**

Building on a generalist foundation, students completing the School’s Administration and Community Practice Concentration shall possess values, knowledge and skills to function competently in social work administrative and community practice roles. The following are the ACP required courses.

**Required Courses:**

- SWK 5553  Human Services Administration (3 hours)
- SWK 5763  Community Practice (3 hours)
- SWK 5633  Resource Development (3 hours)
- SWK 5983  Program Monitoring and Evaluation (3 hours)
- SWK XXXX  Elective (6 hours)
- SWK 5820  Practicum III (12 hours)

Administration and Community Practice concentration year competencies and the operationalization of these competencies have been developed by the Anne and Henry Zarrow School of Social Work in order to illustrate the expectations of students following the completion of the administration and community practice curriculum and are listed in Appendix J.

**Concentration Coursework**

**Direct Practice Required Courses:**

- SWK 5503  Advanced Direct Practice with Populations at Risk (3 hours)
- SWK 5613  Advanced Group Work (3 hours)
- SWK 5623  Advanced Social Work Practice with Families (3 hours)
- SWK 5973  Advanced Integrative Seminar for Direct Social Work Practice (3 hours)
- SWK XXXX  Elective (6 hours)
- SWK 5820  Practicum III (12 hours)
In both Concentrations, the required courses sum to 24 hours. Non-thesis students take 6 hours of electives to bring the total for the Concentration to 30 hours. Thesis students take 2—6 hours of thesis credits and additional elective hours (if any) to bring the total to 30 hours. For ACP or DP students taking the thesis option, SWK 5983 is not required (see Masters Thesis Option section).

**Administration and Community Practice Required Courses:**
- SWK 5553  Administration in Social Work (3 hours)
- SWK 5763  Community Analysis and Organization (3 hours)
- SWK 5633  Resource Development (3 hours)
- SWK 5983  Social Service Monitoring and Evaluation (3 hours)
- SWKXXX  Elective (6 hours)
- SWK 5820  Practicum III (Block) (12 hours)
## Course Layout: MSW Curriculum

### Foundation Year Course Layout (Part-Time)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall- 1st Year</th>
<th>Spring- 1st Year</th>
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<tr>
<td></td>
<td>SWK 5233</td>
<td>Human Behavior: Individuals &amp; Families</td>
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<tr>
<td></td>
<td>SWK 5333</td>
<td>Human Diversity &amp; Societal Oppression</td>
</tr>
<tr>
<td></td>
<td>SWK 5103</td>
<td>Generalist Practice: Individuals, Families, &amp; Groups</td>
</tr>
<tr>
<td></td>
<td>SWK 5243</td>
<td>Human Behavior: Groups, Organizations, &amp; Communities</td>
</tr>
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<td></td>
<td>SWK 5083</td>
<td>Social Work Research Methods I</td>
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<td>SWK 5103</td>
<td>Generalist Practice: Groups, Organizations, &amp; Communities</td>
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<td></td>
<td>SWK 5093</td>
<td>Social Work Research Methods II</td>
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<td>SWK 5313</td>
<td>Social Welfare in a Changing World</td>
</tr>
<tr>
<td>Summer- 2nd Year</td>
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<td>Social Work Practicum I</td>
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<td>Social Work Practicum II</td>
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### Foundation Year Course Layout (Full-Time)

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<td>SWK 5233</td>
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<tr>
<td></td>
<td>SWK 5243</td>
<td>Human Behavior: Groups, Organizations, &amp; Communities</td>
</tr>
<tr>
<td></td>
<td>SWK 5103</td>
<td>Generalist Practice: Groups, Organizations, &amp; Communities</td>
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<td></td>
<td>SWK 5093</td>
<td>Social Work Research Methods II</td>
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<tr>
<td></td>
<td>SWK 5313</td>
<td>Social Welfare in a Changing World</td>
</tr>
<tr>
<td></td>
<td>SWK 5423</td>
<td>Social Work Practicum II</td>
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### Concentration Year Course Layout (Full-Time, Direct Practice)

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<tbody>
<tr>
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<td>SWK 5503</td>
<td>Advanced Direct Practice with Populations at Risk</td>
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<td>SWK 5623</td>
<td>Advanced Social Work with Families</td>
</tr>
<tr>
<td></td>
<td>SWK 5613</td>
<td>Advanced Group Work</td>
</tr>
<tr>
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<td>SWK XXXX</td>
<td>2 Electives (may take before this time)</td>
</tr>
<tr>
<td></td>
<td>SWK 5973</td>
<td>Advanced Integrative Seminar</td>
</tr>
<tr>
<td></td>
<td>SWK 5820</td>
<td>Practicum III (12 hours)</td>
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</table>

### Concentration Year Course Layout (Part-Time, Direct Practice)

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<tr>
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<td>SWK 5503</td>
<td>Advanced Direct Practice with Populations at Risk</td>
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<tr>
<td></td>
<td>SWK XXXX</td>
<td>Elective (may take before this time)</td>
</tr>
<tr>
<td></td>
<td>SWK 5623</td>
<td>Advanced Social Work with Families</td>
</tr>
<tr>
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<td>SWK 5613</td>
<td>Advanced Group Work</td>
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<td></td>
<td>SWK 5973</td>
<td>Advanced Integrative Seminar</td>
</tr>
<tr>
<td></td>
<td>SWK 5820</td>
<td>Practicum III (12 hours)</td>
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### Concentration Year Course Layout (Full-Time, Administration & Community Practice)

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<th>Semester</th>
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<tbody>
<tr>
<td></td>
<td>SWK 5553</td>
<td>Administration in Social Work</td>
</tr>
<tr>
<td></td>
<td>SWK 5763</td>
<td>Community Analysis &amp; Organization</td>
</tr>
<tr>
<td></td>
<td>SWK 5820</td>
<td>Practicum III (6 hours)</td>
</tr>
<tr>
<td></td>
<td>SWK XXXX</td>
<td>2 Electives (may take before this time)</td>
</tr>
<tr>
<td></td>
<td>SWK 5983</td>
<td>Social Service Monitoring &amp; Evaluation Seminar</td>
</tr>
<tr>
<td></td>
<td>SWK 5633</td>
<td>Resource Development</td>
</tr>
<tr>
<td></td>
<td>SWK 5820</td>
<td>Practicum III (6 hours)</td>
</tr>
</tbody>
</table>

### Concentration Year Course Layout (Part-Time, Administration & Community Practice)

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<th>Semester</th>
<th>Fall- 1st Year</th>
<th>Spring- 1st Year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SWK 5553</td>
<td>Administration in Social Work</td>
</tr>
<tr>
<td></td>
<td>SWK XXXX</td>
<td>Elective (may take before this time)</td>
</tr>
<tr>
<td></td>
<td>SWK 5763</td>
<td>Community Analysis &amp; Organization</td>
</tr>
<tr>
<td></td>
<td>SWK 5820</td>
<td>Practicum III (6 hours)</td>
</tr>
<tr>
<td></td>
<td>SWK 5983</td>
<td>Social Service Monitoring &amp; Evaluation Seminar</td>
</tr>
<tr>
<td></td>
<td>SWK 5633</td>
<td>Resource Development</td>
</tr>
<tr>
<td></td>
<td>SWK 5820</td>
<td>Practicum III (6 hours)</td>
</tr>
</tbody>
</table>
Appendix A: MASTER SYLLABUS

MASTER SYLLABUS TEMPLATE

Note:
IG - individual instructor generated, but required sections on every syllabi (these are highlighted in blue)
CCG - curriculum committee generated, required on every syllabi (these are highlighted in yellow)

All other language is permanent, the same on every syllabus in BSW and MSW program.

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THE UNIVERSITY OF OKLAHOMA
ANNE AND HENRY ZARROW SCHOOL OF SOCIAL WORK

<table>
<thead>
<tr>
<th>SWK XXXX – COURSE NAME</th>
<th>#CREDITS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>SEMESTER AND CLASS TIME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IG:</td>
<td>IG:</td>
</tr>
</tbody>
</table>

INSTRUCTOR CONTACT INFORMATION: | OFFICE HOURS: | IG: |
|-------------------------------|--------------|-----|

I. COURSE DESCRIPTIONS:
A. Course Title: CCG: SWK XXXX CC Course Title Here
B. Catalog Description: CCG approved description  
C. Hours of Credit: CCG semester hours
D. Prerequisite: CCG: list any prerequisites as listed in catalog and graduate bulletin

II. PURPOSE:
CCG: Purpose of course is succinctly stated here, approved by curriculum committee

III. EDUCATIONAL OUTCOMES:
Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:
A. CCG: Outcomes for this class listed here; all sections have same outcomes. Retain all approved outline formats.
   Outcomes are linked to competencies and major course divisions, and should be clear and specific.

IV. SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS ASSESSED:
CCG: Each course identifies the relevant competencies and practice behaviors addressed in course
Format below:
A. List the competency here  
i. List the practice behavior here (Assessed in Assignment #)
V. **TEXT(S):**

At least one primary text must be selected from the approved textbook lists. The approved text list will consist of 1-3 textbooks. This list is developed by the content area subcommittee and approved by the curriculum committee. Instructors are free to use supplemental texts, articles, or learning materials in addition to the primarily text as desired. *If your preference is not on the list, please submit your selection(s) to the curriculum area committee chairperson for approval.*

IG: instructor must indicate textbook

VI. **TEACHING/LEARNING METHODS:**

IG: Individual instructors complete this section, highlighting teaching style, learning methods used in course

VII. **CLASS POLICIES:**

A. **Methods of Evaluation**

IG: Individual instructors indicate how students will be graded

B. **Breakdown of Class Grading**

CCG: Common assignments listed here, weights must total at least 50% of the course grade or a higher percentage if determined by the sub-committee. Individual minimum weights will be specific for each assignment & these minimum weights will sum to the total minimum for all assignments.

IG: Individual instructors indicate the point value of assignments

C. **Academic Conduct**

Each student should acquaint him or herself with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at [www.ou.edu/studentcode](http://www.ou.edu/studentcode). Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW code of ethics.

D. **Statement of Reasonable Accommodation**

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course.

<table>
<thead>
<tr>
<th><strong>Norman</strong></th>
<th><strong>Tulsa</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Resource Center</td>
<td>Office of Disability Resources</td>
</tr>
<tr>
<td>620 Elm Avenue – Suite 166</td>
<td>Schusterman Center</td>
</tr>
<tr>
<td>Goddard Health Center</td>
<td>4502 East 41st Street</td>
</tr>
<tr>
<td>Norman, OK 73019-2093</td>
<td>Tulsa, OK 74135-2512</td>
</tr>
<tr>
<td>405-325-3852 (voice)</td>
<td>(918) 660-3100</td>
</tr>
<tr>
<td>405-325-4173 (voice)</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:drc@ou.edu">drc@ou.edu</a></td>
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</tr>
</tbody>
</table>

E. **Provost-Approved University Activities and Religious Observances**

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts
performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

**IG: individual faculty can add additional class policies if desired (start with letter F). (Example: class distractions, late assignments, attendance)**

**VIII. MAJOR COURSE DIVISIONS:**

**A. CCG: Content area subcommittees generate these course divisions and list on syllabus. This should read like a general list of the content covered in the course. Instructors responsible for covering these divisions, in the order they determine and list in course calendars. All sections have the same major course divisions.**

**IG: As long as all major course divisions are covered, individual instructors can add major course division or additional content within these as desired.**

**IX. COURSE SCHEDULE:**

**IG: Individual instructors must provide a detailed course schedule. List here the due dates of readings, topics, assignments, and schedule.**

**X. COURSE ASSIGNMENTS:**

**CCG: Common assignments: each required course will include common assignments. These assignments assess and list the competencies & practice behaviors of this course, which are listed in Roman numeral IV. The competencies & practice behaviors addressed by each assignment must be listed.**

**IG: Additional assignments assigned by individual instructor. These assignments must also relate to the course competencies.**

**XI. BIBLIOGRAPHY:**

**CCG: Content area subcommittees generate, update and approve these bibliographies. All sections contain this bibliography. List contains materials that are not required for the course.**

**IG: Individual instructors may add additional references as desired.**
Appendix B: Master Syllabus Template – College of Continuing Education

College of Continuing Education
The University of Oklahoma
Advanced Programs

Course Title: 

Course Number: SWK 5XXX

Course Description:

Class Dates, Location, and Hours:

Last Day to Enroll or Drop Without Penalty:

Site Manager: Cathy Yeaman. Phone: 405-325-3333; Fax: 405-325-9148; E-mail: apnorman@ou.edu

Course Professor:

Mailing Address:

Telephone Number: Fax Number:

E-mail Address:

Professor availability:

Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore at www.oklahomaunion.bkstr.com. Orders may also be placed by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).

Required Text:

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Description: Copy and paste from Master Course Syllabus

Purpose: Copy and paste from Master Course Syllabus

Social Work Competencies and Behaviors: Copy and paste from Master Course Syllabus
Educational Outcomes: Copy and paste from Master Course Syllabus

Teaching and Learning Methods: Copy and paste from Master Course Syllabus

Methods of Evaluation and Class Policies: Copy and paste from Master Course Syllabus

Integration of Specific Content Areas: Copy and paste from Master Course Syllabus

MAJOR COURSE DIVISIONS:

Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Assigned Readings</th>
<th>Assignments Due</th>
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Assignments: Copy and paste from Master Course Syllabus

Grading Breakdown:

ATTENDANCE/GRADE POLICY NOTICE

Government regulations for completing coursework frequently differ from university requirements. Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

ACADEMIC HONESTY

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

a) cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
b) assisting others in any such act;
c) or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the Student Code of the University of Oklahoma.

Please see OU website for details concerning OU Academic Honesty policy set forth by the Honor Council. www.ou.edu/honorcouncil.

**ACCOMMODATION STATEMENT**

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Brief Instructor Vita

EDUCATION

CURRENT POSITIONS

FREQUENTLY TAUGHT ADVANCED PROGRAMS COURSES

MAJOR AREAS OF TEACHING AND RESEARCH INTEREST

REPRESENTATIVE PUBLICATIONS AND PRESENTATIONS

MAJOR PROFESSIONAL AFFILIATIONS

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Appendix C: SIGNIFICANT LEARNING
A Taxonomy for Identifying Important Kinds of Learning
by L. Dee Fink

One of the most important ideas to take hold in American higher education in recent years is the idea of "ACTIVE LEARNING" (Bonwell and Eison, 1991). The central argument of this movement is that ACTIVE LEARNING (e.g., engaging in discussion, writing, actually doing something) is more powerful in terms of creating significant, lasting learning than is passive learning (e.g., listening, reading).

However, even though the concept of ACTIVE LEARNING is important, it is ultimately a concept that is focused on how people learn, not on what they learn. I would like to propose that the higher education community needs a parallel concept that is focused on what students learn, and that an appropriate name for this concept is SIGNIFICANT LEARNING.

Need for a Better Framework for Generating Learning Goals
Why do we need such a concept? I see both paradigmatic and pragmatic reasons. In one of the most widely read higher education articles in recent years, Barr and Tagg (1995) describe what they believe is a major change that is taking place in American higher education. This change is a paradigm shift in which institutions are thinking less about "providing instruction" (the Teaching paradigm) and more about "producing learning" (the Learning paradigm). To the degree that this shift is in fact occurring, it will accentuate the need for a conceptual framework that will allow educators not just to "produce learning", but to "produce significant learning." This is where the practical needs for the concept of "SIGNIFICANT LEARNING" appear. When teachers design learning experiences, they need a framework that will enable them to formulate significant learning goals. When teachers and departments evaluate teaching, one of the primary evaluation criteria needs to be the question of "how much significant learning occurred?" When innovators create alternative ways of teaching, potential adopters need to ask: "What kind of significant learning will this lead to?"

For several decades, many college teachers facing these practical needs have turned to the cognitive domain of Bloom's taxonomy of educational objectives (Bloom, 1956), for guidance in formulating significant educational goals. As valuable and durable as this taxonomy has been, many educators in recent years have been calling for a broader array of learning goals, something more than just cognitive learning.

In the mid-1980's the National Institute of Education urged universities to produce demonstrable improvements, not only in student knowledge, but also in students' "capacities, skills and attitudes." (NIE, 1984) The following year the Association of American Colleges suggested a minimum required curriculum, followed by the statement that "we have clearly placed our emphasis on how to learn." (AAC, 1985) A few years later a number of disciplinary associations have issued calls for similar change. A national study of business management education identified a need for more: leadership and interpersonal skills, ethics, integration across functional areas, and linkages between national spheres, corporations and local communities, and theory and practice. (Porter & McKibbin, 1988) The engineering profession has modified their accreditation criteria, effective in the year 2000, to require evidence that students develop: the ability to function on a multi-disciplinary team, communicate effectively, recognize the need for lifelong learning, and understand the ethical character of the engineering profession. (ABET, 1998) A commission of the National Association of State Universities and Land Grant Colleges called on colleges to develop instructional programs that focus on values: "The biggest educational challenge we face revolves around developing character, conscience, citizenship, tolerance, civility, and individual and social responsibility in our students." (NASULGC, 1997) Individually authored publications have offered similar statements. After completing a major study on redesigning higher education, Lion Gardiner noted that society's leaders in business, industry and government have identified several important kinds of learning needed by citizens and workers in the years ahead. (Gardner, 1994) Labeling these as "critical competencies," the list included a variety of personal characteristics (e.g., conscientiousness, ethics, respect for people different from oneself), skills (e.g., communication, interpersonal team skills, critical thinking, and problem solving), the ability to adapt to change, and knowing how to keep on learning.

Need for a Coherent Perspective
It is clear that these and many other voices in higher education feel a need for and are calling for a new look at what students learn in higher education. However, these various voices each present a different list of advocated goals--each admirable and each overlapping somewhat--but each containing something new and different. What seems desirable in this kind of situation is to find a
model of (perspective on?) learning that can generate a taxonomy of significant learning that seems at least somewhat comprehensive.

What I want to present at this time is a taxonomy of different kinds of significant learning. This taxonomy will describe several ways in which learning can be significant and represents my effort to synthesize several decades of conversations with students and teachers on this topic.

In the process of constructing this taxonomy, I was guided by a particular perspective on learning: I defined learning in terms of change. For learning to occur, there has to be some kind of change in the learner. No change, no learning. And significant learning requires that there be some kind of lasting change that is important in terms of the learner’s life. With this perspective in mind, I created a taxonomy that includes six kinds of significant learning (see Figure 1).

Figure 1
A Taxonomy of Significant Learning

Major Categories in the Taxonomy of Significant Learning

A- Foundational Knowledge
   • Understanding and remembering
     o Information
     o Ideas

B- Application
   • Skills
   • Thinking
   • Managing Projects

C- Integration
   • Connecting
     o Ideas
     o People
     o Realms of Life

D- Human Dimension
   • Importance for
   • Self
   • Interacting with Others

E- Caring
   • New feelings
   • New interests
   • New Values

F- Learning How to Learn
   • Being a better student
   • Inquiring about a subject
   • Becoming self-directing learners

Each category of significant learning contains a number of more specific kinds of learning that are related in some way and has a distinct value for the learner. At this time I will give a quick overview of the six categories. This will be followed by comments on the general nature of the taxonomy and then by more specific ideas on each kind of significant learning.
Foundational Knowledge. At the base of most other kinds of learning is the need for students to “know” something. Knowing, as used here, refers to students’ ability to understand and remember specific information and ideas. It is important for people today to have some valid basic knowledge, for example, about science, history, literature, geography, etc. They also need to understand major ideas or perspectives, for example, what evolution is (and what it is not), what capitalism is (and is not), and so forth. Special Value: Foundational Knowledge provides the basic understanding that is necessary for other kinds of learning.

Application. This familiar kind of learning occurs when students learn how to engage in some new kind of action which may be intellectual, physical, social, etc. Learning how to engage in various kinds of thinking (critical, creative, practical) is an important form of application learning. But this category of significant learning also includes developing certain skills (e.g., communication, playing the piano) or learning how to manage complex projects. Special Value: Application learning allows other kinds of learning to become useful.

Integration. When students are able to see and understand the connections between different things, an important kind of learning has occurred. Sometimes they make connections between specific ideas, between whole realms of ideas, between people, and/or between different realms of life (e.g., between school and work or between school and leisure life). Special Value: The act of making new connections gives learners a new form of power, especially intellectual power.

Human Dimensions. When students learn something important about their own Self and/or about Others, it enables them to interact more effectively with themselves or with others. They discover the personal and/or social implications of what they have learned. What they learn or the way in which they learn sometimes gives students a new understanding of themselves (self-image) or a new vision of what they want to become (self-ideal). At other times, they acquire a better understanding of others: how and why others act the way they do, or how the learner can interact more effectively with others. Special Value: This kind of learning informs students about the human significance of what they are learning.

Caring. Sometimes a learning experience changes the degree to which students care about something. This may be reflected in the form of new feelings, interests, and/or values. Any of these changes means students now care about something to a greater degree or in a way than they did before. Special Value: When students care about something, they then have the energy they need for learning more about it and making it a part of their lives. Without the energy for learning, nothing significant happens.

Learning How to Learn. This occurs when students learn something about the process of learning itself. They may be learning how to be a better student, how to engage in a particular kind of inquiry (e.g., the scientific method), or how to become self-directing learners. All of these constitute important forms of learning how to learn. Special Value: This kind of learning enables students to continue learning in the future and to do so with greater effectiveness.

Interactive Nature of Significant Learning

One important feature of this taxonomy is that it is not hierarchical but rather relational and even interactive. The diagram shown in Figure 2 illustrates the interactive character of this taxonomy. This more dynamic diagram is intended to show (a) that each kind of learning is related to the other kinds of learning and (b) that achieving any one kind of learning simultaneously enhances the possibility of the other kinds of learning being achieved. Why is this so important?

This interactive characteristic is important for teachers because it means the various kinds of learning are synergistic. And this in turn means that teaching is no longer a “zero sum” game. That is, teachers don't automatically have to give up one kind of learning in order to achieve another. Instead, when a teacher finds a way to help students achieve one kind of learning, this can in fact enhance, not decrease, student achievement in the other kinds of learning. For example, if a teacher finds a way to help students learn how to effectively use the information and concepts in a course to solve certain kinds of problems (Application learning), this makes it easier for them to get excited about the value of the subject (Caring). Or, when students learn how to effectively relate this subject to other ideas and subjects (Integration), this makes it easier for students to see the significance of the course material for themselves and for others (Human dimensions). When a course or learning experience is able to promote all six kinds of learning, one has had a learning experience that can truly be deemed “significant.”
Using the Idea of "SIGNIFICANT LEARNING"
How can educators use the concept of Significant Learning?

Course Design. Individual faculty members can use it when designing courses and curricula. When deciding what they want students to learn in a given course or curriculum, the teacher can use the "Taxonomy of Significant Learning" to make some initial choices about the kind of learning desired. Deciding whether to focus on Application, Integration, or Learning How to Learn (or some combination thereof) seems infinitely superior to the familiar "topical approach" in which the teacher simply decides what topics "to cover." Teachers can also use this taxonomy as a criterion for assessing the relative merits of alternative forms of teaching. What kinds of significant learning seem likely to be generated, for example, by Team Learning, Problem-Based Learning, Online Learning, Guided Design, community service projects, etc.?

Institutional Use. There are many ways institutions can use the concept of significant learning. First, when departments evaluate the teaching done by faculty, the central criteria could (should?) be: To what extent did teachers generate significant learning in their courses? Was it all memorized “Foundation Knowledge,” or was something more ambitious attempted and achieved? Second, when assessing nominations for institution-wide teaching awards, review committees could look for evidence of "significant learning" to recognize truly superior teachers. Third, accreditation agencies can (as some are already beginning to do) ask departments or institutions for evidence of the extent to which "significant learning" is being attempted, supported, and attained. Finally, disciplinary associations can offer workshops at regional and national meetings, to help faculty members learn how to teach in ways that promote more significant learning in particular subjects or disciplines.

In conclusion, if we are entering an era in which teachers do in fact focus on the quality of learning rather than on teaching, as Barr and Tagg suggest we should, then we need a concept about learning that is comprehensive, flexible, and applicable to different subjects and teaching situations, one that most people can accept as being a valid criterion of significant learning. The concept of "significant learning" seems at least potentially capable of meeting these needs.
Appendix D: PLAGIARISM INFORMATION
Nine Things You Should Already Know About Plagiarism
From the OU Provost Website http://www.ou.edu/provost

1. What is the point of writing assignments?
The point of any writing assignment is to improve your understanding of a particular topic or problem, to help you express your understanding in writing, and to let the professor evaluate how well you can understand and write. As with any academic assignment, the important part of a writing assignment is not the paper itself or the grade you get, but the opportunity to learn and grow.

2. What is academic misconduct?
Academic misconduct is cheating. More precisely, it is any action that a student knows (or should know) will lead to the improper evaluation of academic work. If the professor does not detect it, academic misconduct defeats the purpose of academic work because you are pretending to know more or write better than you actually do.

3. What is plagiarism?
Plagiarism is a form of academic misconduct in which you represent someone else's words or ideas as your own. The basic expectation in every class is that whatever you write will be your own words, generated from your own understanding. Therefore it is acceptable to incorporate someone else's words in your paper only if you clearly indicate the words are someone else's. (It is also possible to plagiarize other forms of expression -- someone else's computer code, mathematical expressions, technical designs, artistic works or performances, etc. In this exercise, we are concentrating on plagiarism of words.)

4. What's wrong with plagiarism?
First, plagiarism defeats the purpose of writing assignments. When you substitute someone else's understanding or expression for your own, you avoid the work of using and improving your own expressive ability. Therefore, plagiarism also defeats the university's goal of teaching students to write, not just copy. Second, plagiarism is a form of lying, because the professor is expecting to read your words, not someone else's. Plagiarism destroys the mutual respect that should exist between professor and student. Many professors take plagiarism very personally. If you have ever taken your time to teach someone something you consider valuable and then found that your time was wasted, you will understand the feeling.
Third, plagiarism defeats the purpose of scholarship. Thus it is unacceptable from all scholars, not just students. The goal of scholarship is to discover, understand, and create. That purpose is defeated when old knowledge is fraudulently presented as original and new. For the same reason plagiarism is also unacceptable in many nonacademic professional fields such as journalism and creative writing.
Exceptions in certain fields do not extend to students. There are certainly some times in industry and the professions where originality and authorship are not important and it is appropriate to take other people's words without citing them. (For example, an executive might copy text for a business plan without being expected to cite the source, or a lawyer might copy language from one contract to another.) However, even if you are training for such a profession, you are a student who is still learning the craft. Whatever the conventions are in the "real world" of employment, in the real world of teaching and learning you are expected to do your own writing and avoid plagiarism no matter what class you are in. Sometimes plagiarism is described as a form of stealing or copyright infringement. It can be. However, it is always unacceptable to plagiarize, even if the author of the work says you can use it.

5. How do I avoid plagiarism?
There are three things you need to do to avoid plagiarism: Think, Write, and Signal. "Putting in the references" is only one-third of the job.

Think. Think about your paper topic and the research you have done. Make sure you have actually thought about everything in your paper well enough to explain it in your own words. Make sure you start the assignment soon enough to think and understand, not just research and type.

Write. Generate your own words to express your own understanding. If you cannot get started, or if you think your words are just too clumsy or inadequate, get help from your professor or the Writing Center. Other people's words should always be a supplement, not a substitute, for your own writing.

Signal. Clearly signal whenever you are using someone else's words, whether you are using them by direct quotation or paraphrase. Any direct quotation must be indicated by two things: "quotation marks" (or else "block quotation") plus a "reference" (also called
a "citation") to the source. A reference alone is not sufficient to signal a direct quotation. In addition, when you are writing your own words you will naturally tend to signal a quotation with an indication in your paper, in your own words, about where the quotation comes from and why you included it – perhaps because it is well-known, or was written by an expert, or even that it expresses an idea that is particularly mistaken or silly.

6. How do quotation marks, block quotations, and references work?

*Quotation marks* are a form of punctuation used to indicate that words were said or written by someone else. Unless you are writing in a foreign language, a quotation mark looks like this: "." Put one quotation mark at the beginning of the quotation and another one at the end. Quotation marks are usually used with quotations no longer than 20 or 25 words. A *block quotation* separates a quotation from the rest of the text by beginning a new line for the quotation, indenting it, then indenting each additional line of the quotation in the same way. "Indenting" means making the line of text farther from the left-hand edge of the paper, usually one inch farther than the rest of the text. Block indentation is usually used with quotations longer than 20 or 25 words. Some systems of citation also require single-spacing and indenting both margins of any block quotation. A "reference" or "citation" tells the reader where quoted material comes from. The most common reference forms are text references, footnotes, and endnotes. Which form you should use depends on what class your paper is for. Text references provide source information within the body of the text, usually in parentheses. Footnotes and endnotes consist of a signal in the text, usually a numeral, that is inserted right after the quotation or paraphrase then is reproduced, along with information about the source, either at the bottom of the page (footnote) or at the end of the paper (endnote). All three kinds of references may be accompanied by an extra page at the end of the paper, usually entitled "Bibliography" or "Works Cited" that lists all of the paper's sources in alphabetical order. Merely including the source in your bibliography is totally insufficient to indicate that a passage quoted from that source is not your own writing. Your professor may or may not care which citation system you use. For the purpose of avoiding plagiarism, it doesn't matter, as long as you reasonably and clearly indicate where every quotation and paraphrase comes from.

7. What is "paraphrase"?

Paraphrase is *repeating in your own words the thought expressed in someone else's words.* Paraphrase ranges from a very loose rewording of the text's basic idea (okay) to a *nearly identical* version of the words or sentence structure of the original text (not okay). This spectrum means there is no sharp boundary between appropriate and inappropriate paraphrase. **Basically, paraphrase is inappropriate where a reasonable person would say that you have stopped thinking and writing in your own words and are simply restating someone else's thoughts without admitting it.** Most commonly, students get in trouble by writing words that stay too close to the original for too long with only a reference to indicate the source. Here are three tips to avoid those problems:

- **Don't stop thinking.** Understand your source well enough to explain its meaning in your own words.
  Never paraphrase by copying someone else's words into your paper and then changing them around.

- **Keep paraphrase as short as possible.** If your paraphrase goes over a sentence or two, you've probably stopped writing your own words.

- **Signal your source in the text,** not just with a reference. If you are in a conversation and think someone else's words are important enough to repeat, you ordinarily explain who said it. Similarly, if a source is important enough to paraphrase, it is important enough to mention in your text.

8. What are the most common kinds of plagiarism?

At OU there are three common kinds of plagiarism:

- **Whole-paper plagiarism.** In this form of plagiarism, all or most of the student's paper is lifted from another student or a published source, for example the Internet, a book, or a print article. It is especially bad to buy a paper from any source that offers ready-made term papers. A policy in the OU Faculty Handbook recommends expulsion for any student who does that.

- **Cut-and-paste plagiarism.** In this form of plagiarism, parts of a paper ranging from phrases and sentences to entire paragraphs are taken from the Internet or somewhere else and incorporated into the student's paper with no signal that they are not the student's own expression.

- **Cut-and-paste plagiarism with references.** In this form of plagiarism, words or ideas in a paper are included from another source, a reference to the source is included, but there is no quotation signal. Again, the problem is that a reference indicates only that the accompanying text is somehow derived from or related to the cited source. A reference alone does not show that the text is a direct quotation from that source. Thus a reference alone does not suspend the professor's expectation that the words are your own words. A direct quotation with a reference but without quotation marks is plagiarism.
9. What are the penalties for plagiarism?

At OU, acts of plagiarism can receive institutional penalties ranging from a letter of reprimand to community service to expulsion. All academic misconduct offenses also receive grade penalties determined by the instructor. Grade penalties are not restricted to the value of the assignment and may be up to an F in the course. Under the right circumstances even freshmen and sophomores may also receive suspensions or even be expelled for plagiarism.
Appendix E: FACULTY LISTING & RESEARCH INTERESTS

Baker, Donald R. (Norman) (405-325-1399; drralph@ou.edu): Mental health; substance abuse prevention and treatment; community organization practice; cognitive behavioral methods; grant writing.

Bramble, Barbara (Tulsa) (918-660-3379; bbramble@ou.edu): Marriage and family, field education.

Byers, Lisa (Tulsa) (918-660-3353; lbyers@ou.edu): American Indian mental health with an emphasis on depression, discrimination, and trauma.

Caselman, Tonia (Tulsa) (918-660-3354; tcaselman@ou.edu): Cross-cultural/international; mental health and child development; school social work; impulse control programs.

Cherry, Andrew L. (Tulsa) (918-660-3363; alcherry@ou.edu): Mental health issues that impact people who have a serious mental illness; who are addicted; at-risk of suicide; incarcerated women and their children; children’s mental health (mental health development, early detection of onset, bullying, and teenage pregnancy); those at risk for PTSD; the provision of mental health services during and after a disaster.

Curiel, Herman (Norman) (405-325-1406; hcuriel@ou.edu): Aging; cultural considerations in delivery of social services; ethnicity with emphasis on Hispanic populations in the context of social service issues.

Davidson, Jeanette R. (Norman) (405-325-1397; jrdavidson@ou.edu): Black-white interracial marriage; racial identity attitudes; cross-cultural clinical practice; social work education; issues of diversity; aging, health and culturally-competent practice; managed care; legal and ethical issues; child welfare; white privilege and social work practice; white privilege and higher education; academic success in students from under-represented minority groups.

Franklin, Lori (Tulsa) (918-660-3350; lfranklin@ou.edu): mental health, adult survivors of trauma, GLBT issues, ethics, clinical supervision

Gray, Karen (Tulsa) (918-660-3323; kgray@ou.edu): Poverty, Single mother families in and out of poverty, interventions, grassroots community organizing, community land trusts.

Grissom, Mary (Tulsa) (918-660-3351; mgrissom@ou.edu): Child welfare training

Havig, Kirsten (Tulsa)(918-660-3825; k.havig@ou.edu): Social justice, human trafficking, field education

Massey, Gena (Tulsa) (918-660-3352; gmassey@ou.edu): Medical social work, community health, field education

Miller-Cribbs, Julie (Tulsa) (918-660-3378; jmcribbs@ou.edu): Urban and rural poverty; health care; family formation/structure and poverty; domestic violence; development of social and human capital among vulnerable populations; social support networks.

Moxley, David (Norman) (405-325-0365; david.moxley@ou.edu): Organization and effectiveness of social services for people with disabilities; homelessness; community support of people coping with serious mental illness; vocational development.

Munoz, Ric (Tulsa) (918-660-3328; rmunoz@ou.edu): Public policy, health, & gerontology.

Natale, Anthony (Norman) (405)-325-1408; anatale@ou.edu): HIV/AIDS, gay and lesbian communities; community organizing; public health; social policy.

Riley, Ann (Norman) (405) 325 – 1395 annriley@ou.edu: spirituality, faculty development, field education, conflict resolution

Rosenthal, James A (Norman) (405-325-1401; jimar@ou.edu): Child welfare issues; program evaluation; research methodology.

Villegas, Susy (Norman) (405-325-1400; susy.villegas@ou.edu): Child welfare services; gender, race and ethnicity and intervention outcomes; cultural adaptation processes impacting Hispanic families; natural systems family theory; mental health services

Wells, Steven (Norman) (405-325-1064; spwells@ou.edu): Child welfare training; foster parents and the education of foster children; families and disabilities.

Wright, Jr., Roosevelt (Norman) (405-325-2821; rwright@ou.edu): Social gerontology, specifically the utilization of health care and social services by older people but especially older people of color; substance use and abuse by and among people of color with special foci on poly-drug use/abuse and alcohol use/abuse; culture and cultural context; cultural assimilation and acculturation, especially among people of color.
Appendix F: D2L SYLLABI UPLOAD INSTRUCTIONS

Uploading your Syllabus into OU D2L

The process to upload your syllabus online to OU D2L only takes a few minutes. The following is a step-by-step guide to logging in, locating your course, and uploading your syllabus.

To log into OU D2L, go to http://learn.ou.edu and log in with your OU username (4x4) and password. This is the same account you use to check your email or log into oZONE.ou.edu.

Once inside OU D2L, you will locate the module My Courses and then find the course you wish to work in. Due to recent changes on campus, if you are looking for your current or future semester courses, be sure you are clicking on the “Instructor” tab. Simply click the course link, which will appear blue to go into your course.

Once in your course, you will click on the Content link that is located in the navigation bar directly below the learn.ou.edu logo.

Once you click on content you are now in the Manage Content area. This is where you will organize and upload your course files, links, etc. into Modules and Topics. The Topics are the actual files or links and the Modules are the organizational structure to keep content organized into groupings. Before you can upload a file, you must create a module.

In the following example we will created a module called Course Information and upload the course syllabus.

To create a module:
1. Click the New Module button.
2. Fill in the title for example Course Information.
3. Click Save. Click the Manage Content button to return to the Manage Content View.
After you create your module, your Manage Content view will look like this:

Now you will create a topic! While there are other options for putting in a Topic, we will be using the Upload New File option for this exercise,

1. Click the New Topic button. There are four options for adding a new topic:
   a. Create New File – This opens to the HTML editor and you can type a new
document in HTML format. You do not have to know HTML to use this, it looks
much like Word where you type, can edit font sizes, colors, etc.
   b. Course File – Use a document that you already have uploaded to Manage Files.
   c. Upload New File – Upload a document from your computer.
   d. Quicklink – Link to a location in your course (such as a tool, quiz, discussion) or
to a website.

2. Click Upload New File.

3. Set the Parent Module to your Course Information module you created earlier.

4. Next enter in a title for your file such as Syllabus. (You do not have to enter in a short
title if you do not want to).

5. Next click the Browse button to locate the file on your computer.
NOTE: it is important to consider the types of files you are uploading for student use. A
web browser does not know how to display a Word document. It is much friendlier to
convert Word and other text type files to a .PDF file (a portable document format file).

6. Once you have located the file on your computer, click OK and it will take you back to
the OU D2L screen. Now click Save. The screen will refresh to show you that the item
was saved successfully (this appears directly underneath the Properties tab) – this is
when you know that your file has uploaded. Now click the Manage Content button again.

After following the steps above, your Content area should look like this:

You have your Module – Course Information and your Topic – Syllabus posted in your OU D2L course.

You can repeat the above steps to create more Modules and Topics to add more of your course content into your OU D2L course.

Note: Multiple Topics can be added to a single Module. In this example, we might also upload a course calendar, attendance policy, statement on academic integrity expectations, etc..
Appendix G: INCOMPLETE COURSE CONTRACT

COLLEGE OF ARTS AND SCIENCES
HOBSON ACADEMIC SERVICES CENTER
The University of Oklahoma
Ellison Hall, Room 124
633 E. Elm Avenue
Norman, OK 73019-3118
Telephone: 325-4411 FAX: 325-7429

Agreement to Complete a Course After the End of the Term
(Incomplete Contract)

Student Name: ____________________________  Sooner ID#: ____________________________
Address: _________________________________  Major: _________________________________
City, State Zip: ____________________________  Classification: __________________________
Phone #: _________________________________  Expected Date of Graduation: ______________
e-mail: __________________________________

May we contact you by mail about your petition?  [ ] Yes  [ ] No

Instructor’s Name: ____________________________  Title: _________________________________
Course #: ____________________________  Section: ____________________________  Term: ______________
Date all work must be completed and turned in: __________________ (not to exceed 1 year)
Grade to be assigned if work is not turned in by this date: __________ (grade earned now)
Reason for incomplete: (Use additional pages if necessary. The student may be required to provide documentation)

Description of remaining assignment(s):

Procedure for student to turn in work:

Instructor’s comments:

Student: ____________________________  Date: ____________________________
Instructor: ____________________________  Date: ____________________________
### Appendix H: Baccalaureate Curriculum Competencies and Practice Behaviors

<table>
<thead>
<tr>
<th>Baccalaureate Curriculum Competencies and Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students know the profession’s history and are committed to SW core values and principles, and recognize that SW as a profession is unique in its focus on social justice and person in the environment.</strong></td>
</tr>
<tr>
<td><strong>Competencies operationalized:</strong></td>
</tr>
<tr>
<td>B 1.1 Advocate for client access to services available in their communities.</td>
</tr>
<tr>
<td>B 1.2 Initiate and engage in the practice of personal reflection in order to analyze professional strengths, limitations, and biases both generally and in specific cases.</td>
</tr>
<tr>
<td>B 1.3 Function within professional roles and boundaries with clients and coworkers.</td>
</tr>
<tr>
<td>B 1.4 Demonstrate professional demeanor in behavior, appearance, and communication.</td>
</tr>
<tr>
<td>B 1.5 Commit to life-long learning particularly in their commitment to evidence-based practices</td>
</tr>
<tr>
<td>B 1.6 Utilize supervision and consultation for self-reflection, ethical dilemmas, skill enhancement, and professional growth.</td>
</tr>
<tr>
<td><strong>Students identify basic dimensions of ethical dilemmas. They can analyze and appraise ethical issues and legal parameters.</strong></td>
</tr>
<tr>
<td><strong>Competencies operationalized:</strong></td>
</tr>
<tr>
<td>B 2.1 Recognize and manage personal biases as they emerge so that professional values guide practice</td>
</tr>
<tr>
<td>B 2.2 Make ethical decisions by identifying the relevant standards in the NASW Code of Ethics.</td>
</tr>
<tr>
<td>B 2.3 Tolerate ambiguity in resolving ethical conflicts.</td>
</tr>
<tr>
<td>B 2.4 Employ strategies of ethical reasoning to address emerging issues and the impact on client systems. Consider potential consequences of various courses of action. Identify and use knowledge of relationship dynamics, including power differentials.</td>
</tr>
<tr>
<td><strong>Students are knowledgeable about scientific inquiry, and the importance of critical reading of research.</strong></td>
</tr>
<tr>
<td><strong>Competencies operationalized:</strong></td>
</tr>
<tr>
<td>B 3.1 Identify and appraise multiple sources of knowledge, including research-based knowledge.</td>
</tr>
<tr>
<td>B 3.2 Identify and critique multidimensional assessment, prevention, intervention, and practice evaluation tools.</td>
</tr>
<tr>
<td>B 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
</tr>
<tr>
<td>B 3.4 Identify and describe multiple theoretical perspectives.</td>
</tr>
<tr>
<td><strong>Students apply their knowledge of diversity to the helping relationship and to clients’ problems.</strong></td>
</tr>
<tr>
<td><strong>Competencies operationalized:</strong></td>
</tr>
<tr>
<td>B 4.1 Work effectively with diverse populations supporting cultural differences and being cognizant of power and privilege dynamics</td>
</tr>
<tr>
<td>B 4.2 Utilize self-awareness to suspend personal bias and values in professional practice. Identify and use practitioner/client differences from a strengths perspective</td>
</tr>
<tr>
<td>B 4.3 Critique evidence-based practices as often culture-bound and adapt those practices to be culturally relevant</td>
</tr>
<tr>
<td>B 4.4 View themselves as learners and engage those with whom they work as experts on their own experiences</td>
</tr>
<tr>
<td><strong>Students understand that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Competencies operationalized:</strong></td>
</tr>
<tr>
<td>B 5.1 Engage in practices that advance social and economic justice</td>
</tr>
<tr>
<td>B 5.2 Advocate for human rights and social and economic justice</td>
</tr>
</tbody>
</table>
Students are able to apply research and employ evidence-based interventions.

**Competencies operationalized:**

<table>
<thead>
<tr>
<th>B 6.1</th>
<th>Utilize evidence based practices with specific client problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 6.2</td>
<td>Conduct informed literature reviews when working with specific client problems.</td>
</tr>
<tr>
<td>B 6.3</td>
<td>Use research evidence to inform practice.</td>
</tr>
<tr>
<td>B 6.4</td>
<td>Evaluate a community’s use of evidence-based practices in a specific practice area.</td>
</tr>
</tbody>
</table>

**Students can select and apply theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual) to diverse populations.**

**Competencies operationalized:**

<table>
<thead>
<tr>
<th>B 7.1</th>
<th>Apply bio-psycho-social-cultural frameworks in the formulation of comprehensive assessments, interventions and evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 7.2</td>
<td>Conceptualize client problems in context of person in the environment as well as understand the complexity and interrelated contribution of bio-psycho-social factors in different forms of adaptation and coping</td>
</tr>
<tr>
<td>B 7.3</td>
<td>Select, and apply knowledge of human development to practice with diverse populations</td>
</tr>
</tbody>
</table>

**Students know the history and current structures of social policies, services, and service delivery.**

**Competencies operationalized:**

<table>
<thead>
<tr>
<th>B 8.1</th>
<th>Analyze, formulate, and advocate for policies that advance social well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 8.2</td>
<td>Collaborate with colleagues and clients for effective policy action</td>
</tr>
</tbody>
</table>

**Students recognize that the context of practice is dynamic, and ever changing**

**Competencies operationalized:**

<table>
<thead>
<tr>
<th>B 9.1</th>
<th>Continuously discover, appraise, and respond to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 9.2</td>
<td>Advocate for sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
<tr>
<td>B 9.3</td>
<td>Work collaboratively with others to effect systemic change that is sustainable and relevant</td>
</tr>
</tbody>
</table>

**Students have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.**

**Competencies operationalized:**

<table>
<thead>
<tr>
<th>B 10.1</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 10.1(a)</td>
<td>Use empathy, unconditional positive regard, genuineness, reflective listening and other engagement strategies</td>
</tr>
<tr>
<td>B 10.1(b)</td>
<td>Reduce client resistance through joining techniques.</td>
</tr>
<tr>
<td>B 10.1(c)</td>
<td>Describe agency services with full transparency and informed consent around mutually agreed upon outcomes</td>
</tr>
<tr>
<td>B 10.1(d)</td>
<td>Develop a mutually agreed-on focus of work and desired outcomes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B 10.2</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 10.2(a)</td>
<td>Collect, organize, and interpret basic client data multidimensional bio-psycho-social-spiritual assessments</td>
</tr>
</tbody>
</table>
Appendix I: Foundation Year Competencies and Practice Behaviors

**Foundation Curriculum**

Students know the profession’s history and are committed to SW core values and principles. They recognize that SW as a profession is unique in its focus on social justice and person in the environment.

**Competencies operationalized:**

| F 1.1 Advocate for client access to services available in their communities. |
| F 1.2 Recognize the importance of identifying the influence of their own values on practice. |
| F 1.3 Identify and discuss professional roles and boundaries. |
| F 1.4 Identify and discuss professional demeanor in behavior, appearance, and communication. |
| F 1.6 Understand the importance of life-long learning. |
| F 1.7 Understand the importance of supervision and consultation. |

Students have read and discussed the SW Code of Ethics. They are knowledgeable of the value base of the profession, its ethical standards, and relevant laws.

**Competencies operationalized:**

| F 2.1 Recognize personal values in a way that gives priority to professional values in guiding practice |
| F 2.2 Make ethical decisions by identifying the relevant standards in the NASW Code of Ethics. |
| F 2.3 Tolerate ambiguity in resolving ethical conflicts. |
| F 2.4 Describe ethical reasoning using SW ethics hierarchy. |

Students are knowledgeable about scientific inquiry, and the importance of critical reading of research.
### Competencies operationalized:

<table>
<thead>
<tr>
<th>F 3.1</th>
<th>Identify and appraise multiple sources of knowledge, including research-based knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 3.2</td>
<td>Identify and critique multidimensional assessment, prevention, intervention, and practice evaluation tools.</td>
</tr>
<tr>
<td>F 3.3</td>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
</tr>
<tr>
<td>F 3.4</td>
<td>Identify and describe multiple theoretical perspectives.</td>
</tr>
</tbody>
</table>

**Students understand how diversity shapes the human experience. Diversity is understood as the intersection of multiple factors, which include age, class, gender, color, culture, disability, ethnicity, gender, gender identity, immigration status, political ideology, race, religion, and sexual orientation.**

### Competencies operationalized:

<table>
<thead>
<tr>
<th>F 4.1</th>
<th>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 4.2</td>
<td>Identify personal biases in working with diverse groups</td>
</tr>
<tr>
<td>F 4.3</td>
<td>Understand the importance of difference in shaping life experiences</td>
</tr>
<tr>
<td>F 4.4</td>
<td>View themselves as learners and engage those with whom they work as informants</td>
</tr>
</tbody>
</table>

**Students understand that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.**

### Competencies operationalized:

<table>
<thead>
<tr>
<th>F 5.1</th>
<th>Describe theories of social justice and the mechanisms of oppression and discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 5.2</td>
<td>Advocate for human rights and social and economic justice</td>
</tr>
</tbody>
</table>

**Students understand quantitative and qualitative research along with the scientific and ethical approaches to building knowledge.**

### Competencies operationalized:

<table>
<thead>
<tr>
<th>F 6.1</th>
<th>Understand the importance of evidence-based practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 6.2</td>
<td>Conduct informed literature reviews when working with specific client problems</td>
</tr>
<tr>
<td>F 6.3</td>
<td>Use research evidence to inform practice</td>
</tr>
<tr>
<td>F 6.4</td>
<td>Evaluate a community’s use of evidence-based practices in a specific practice area</td>
</tr>
</tbody>
</table>

**Students are knowledgeable about human behavior across the life span. They can describe theories pertaining to biological, social, cultural, psychological, and spiritual development.**

### Competencies operationalized:

<table>
<thead>
<tr>
<th>F 7.1</th>
<th>Discuss conceptual frameworks that guide the processes of assessment, intervention, and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 7.2</td>
<td>Understand the complex interrelatedness of individuals and the various systems that comprise their social environment</td>
</tr>
<tr>
<td>F 7.3</td>
<td>Understand basic developmental processes, achievements, and challenges through the lifespan</td>
</tr>
</tbody>
</table>

**Students know the history and current structures of social policies, services, and service delivery.**

### Competencies operationalized:

| F 8.1 | Analyze, formulate, and advocate for policies that advance social well-being |
### F 8.2 Collaborate with colleagues and clients for effective policy action

**Students recognize that the context of practice is dynamic, and ever changing.**

**Competencies operationalized:**

<table>
<thead>
<tr>
<th>F 9.1</th>
<th>Continuously discover, appraise, and respond to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 9.2</td>
<td>Advocate for sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
</tbody>
</table>

**Students have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.**

**Competencies operationalized:**

<table>
<thead>
<tr>
<th>F 10.1</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 10.1(a)</td>
<td>Use empathy, unconditional positive regard, genuineness, reflective listening and other engagement strategies</td>
</tr>
<tr>
<td>F 10.1(b)</td>
<td>Reduce client resistance through joining techniques.</td>
</tr>
<tr>
<td>F 10.1(c)</td>
<td>Describe agency services with full transparency and informed consent around mutually agreed upon outcomes</td>
</tr>
<tr>
<td>F 10.1(d)</td>
<td>Develop a mutually agreed-on focus of work and desired outcomes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F 10.2</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 10.2(a)</td>
<td>Collect, organize, and interpret basic client data  multidimensional bio-psycho- social-spiritual assessments</td>
</tr>
<tr>
<td>F 10.2(b)</td>
<td>Identify client strengths and limitations.</td>
</tr>
<tr>
<td>F 10.2(c)</td>
<td>Develop intervention plans through the use of mutually agreed-on goals and objectives</td>
</tr>
<tr>
<td>F 10.2(d)</td>
<td>Select appropriate, evidence-based intervention strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F 10.3</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 10.3(a)</td>
<td>Initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td>F 10.3(b)</td>
<td>Develop intervention plans through the use of mutually agreed-on goals and objectives</td>
</tr>
<tr>
<td>F 10.3(c)</td>
<td>Help clients resolve problems</td>
</tr>
<tr>
<td>F 10.3(d)</td>
<td>Negotiate, mediate, and advocate for clients</td>
</tr>
<tr>
<td>F 10.3(e)</td>
<td>Facilitate transitions and endings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F 10.4</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 10.4(a)</td>
<td>Monitor and evaluate interventions</td>
</tr>
<tr>
<td>Direct Practice Curriculum</td>
<td>ACP Curriculum</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>Students readily identify themselves as professionals and can critically evaluate their own practice. They demonstrate the professional use of self with clients.</strong> Competencies operationalized:</td>
<td><strong>Students readily identify and act as social work professionals.</strong> Competencies operationalized:</td>
</tr>
<tr>
<td><strong>DP 1.1 Advocate for client access to evidence-based services.</strong></td>
<td><strong>ACP 1.1 Advocate for client access to evidence-based social work practice.</strong></td>
</tr>
<tr>
<td><strong>DP 1.2 Regularly practice personal reflection in order to analyze professional strengths, limitations, and biases both generally and in specific cases.</strong></td>
<td><strong>ACP 1.2 Continually engage in personal reflection and self-correction to further professional development.</strong></td>
</tr>
<tr>
<td><strong>DP 1.3 Develop a personal plan of self-correction and improvement based on personal reflection.</strong></td>
<td><strong>ACP 1.3 Maintain professional roles and boundaries.</strong></td>
</tr>
<tr>
<td><strong>DP 1.4 Demonstrate professional demeanor in behavior, appearance, and communication.</strong></td>
<td><strong>ACP 1.4 Exhibit comportment for professional behavior, appearance and communication</strong></td>
</tr>
<tr>
<td><strong>DP 1.5 Function within professional roles and boundaries with clients and coworkers.</strong></td>
<td><strong>ACP 1.5 Maintain career-long professional development.</strong></td>
</tr>
<tr>
<td><strong>DP 1.6 Function within professional roles and boundaries recognizing both the differences and similarities with other helping professions.</strong></td>
<td><strong>ACP 1.6 Utilize supervision and consultation for professional practice</strong></td>
</tr>
<tr>
<td><strong>DP 1.7 Identify personal field of practice preferences and describe specific knowledge expectations and requirements for that field of practice.</strong></td>
<td><strong>Students are able to identify multiple dimensions of ethical dilemmas. They can analyze and appraise complicated ethical issues, legal parameters, and shifting societal mores.</strong> Competencies operationalized:</td>
</tr>
<tr>
<td><strong>DP 1.8 Commit to life-long learning, particularly in their commitment to evidence-based practices.</strong></td>
<td><strong>Students adhere to social work practice ethical principles for guidance in practice.</strong> Competencies operationalized:</td>
</tr>
<tr>
<td><strong>DP 1.9 Utilize supervision and consultation for complex cases, self-reflection, ethical dilemmas, skill enhancement, and professional growth.</strong></td>
<td><strong>DP 2.1 Recognize and manage personal biases as they emerge so that professional values guide practice</strong></td>
</tr>
<tr>
<td><strong>DP 2.2 Make ethical decisions by applying standards of the National</strong></td>
<td><strong>ACP 2.1 Exhibit awareness and management of personal values while adhering to professional values in practice.</strong></td>
</tr>
<tr>
<td><strong>Students are able to identify multiple dimensions of ethical dilemmas. They can analyze and appraise complicated ethical issues, legal parameters, and shifting societal mores.</strong> Competencies operationalized:**</td>
<td><strong>DP 2.2 Apply standards of the National Association of Social Workers</strong></td>
</tr>
<tr>
<td><strong>Adjunct Instructor Orientation Manual</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

| **Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles** | **Code of Ethics, and/or International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, in making ethical practice decisions.** |
| **DP 2.3 Tolerate ambiguity in resolving ethical conflicts** | **ACP 2.3 Manage ambiguity in ethical conflict resolution** |
| **DP 2.4 Employ strategies of ethical reasoning to address emerging issues and the impact on client systems. Consider potential consequences of various courses of action. Identify and use knowledge of relationship dynamics, including power differentials** | **ACP 2.4 Use ethical reasoning strategies in principled decision-making** |

**Students can differentiate the strengths and limitations of multiple practice theories and methods. They are able to deconstruct theories and methods to evaluate how they relate to specific and diverse client systems within their environmental contexts. They are able to apply these critiques to individuals, families and groups throughout the lifespan.**

**Competencies operationalized:**

| **DP 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, SW values/ethics, person-in-the-environment fit, and practice wisdom** | **ACP 3.1 Evaluate and integrate evidence-based practice with practice wisdom and other knowledge sources** |
| **DP 3.2 Evaluate, select, and implement multidimensional assessment, intervention, and practice evaluation tools** | **ACP 3.2 Evaluate assessment, prevention, intervention, termination and evaluation models in practice** |
| **DP 3.3 Communicate professional information to clients, social workers, and other professionals, in verbal and formal/informal written formats** | **ACP 3.3 Exhibit professional standards for oral and written communication with colleagues and in social work practice with individuals, groups, organizations and communities.** |
| **DP 3.4 Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations** |  |

**Students apply their knowledge of diversity to the helping relationship and to clients’ problems.**

**Competencies operationalized:**

| **DP 4.1 Work effectively with diverse populations supporting cultural differences and being cognizant of power and privilege dynamics** | **ACP 4.1 Retain awareness of and appreciation for socio-cultural structures and values which create or enhance power and privilege** |
| **DP 4.2 Utilize self-awareness to suspend personal bias and values in professional practice. Identify and use practitioner/client differences from** | **ACP 4.2 Utilize self-awareness to suspend personal bias and values in professional practice. Identify and articulate the role of difference in** |
a strengths perspective | influencing individual life experiences
---|---
DP 4.3 Critique evidence-based practices as often culture-bound and adapt those practices to be culturally relevant | ACP 4.3 Identify themselves as lifelong-learners who engage with those in practice as informants
DP 4.4 Research and apply knowledge of diverse populations to enhance interventions
DP 4.5 View themselves as learners and engage those with whom they work as experts on their own experiences

**Students can analyze the negative effects of economic, social, and cultural factors in the lives and presenting problems of clients.**

**Competencies operationalized:**

**Students can analyze the negative effects of economic, social, and cultural factors in the lives and presenting problems of clients.**

**Competencies operationalized:**

<table>
<thead>
<tr>
<th>Students are able to research and critique evidence-based interventions. <strong>Competencies operationalized:</strong></th>
<th>Students are able to advance social, political and economic justice by advocating for human rights. <strong>Competencies operationalized:</strong></th>
</tr>
</thead>
</table>
DP 5.1 Use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide interventions | ACP 5.1 Recognize and respond to forms, mechanisms and methods for oppression and discrimination |
DP 5.2 Engage in practices that advance social and economic justice | ACP 5.2 Advocate for social, political and economic justice human rights |
DP 5.3 Access and refer clients to resources that provide economic supports | ACP 5.3 Advance social, political and economic justice in professional practice |

**Students are able to research and critique evidence-based interventions.**

**Competencies operationalized:**

<table>
<thead>
<tr>
<th>Students are able to research and critique evidence-based interventions. <strong>Competencies operationalized:</strong></th>
<th>Students conduct research-informed practice and practice-informed research. <strong>Competencies operationalized:</strong></th>
</tr>
</thead>
</table>
DP 6.1 Select and adapt evidence-based practices to specific client problems | ACP 6.1 Inform scientific inquiry with practice experience |
DP 6.2 Apply literature reviews findings to assessment and intervention with diverse client problems | ACP 6.2 Inform practice experience with evidenced-based practice |
DP 6.3 Describe the limitations of evidence-based practices | |

**Students can synthesize and differentially apply theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual) to diverse populations.**

**Competencies operationalized:**

<table>
<thead>
<tr>
<th>Students can synthesize and differentially apply theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual) to diverse populations. <strong>Competencies operationalized:</strong></th>
<th>Students are able to inform practice with knowledge of human behavior in the social environment. <strong>Competencies operationalized:</strong></th>
</tr>
</thead>
</table>
DP 7.1 Apply bio-psycho-social-cultural frameworks in the formulation of comprehensive assessments, interventions and evaluations | ACP 7.1 Apply frameworks for engagement, assessment, intervention, termination and evaluation |
DP 7.2 Conceptualize client problems in context of person in the environment as well as understand the complexity and interrelated contribution of bio-psycho-social factors in different forms of adaptation and coping | ACP 7.2 Critically evaluate and apply knowledge of people in their environments |
<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
</table>
| DP 7.3 | Critically evaluate, select, and apply knowledge of human development to practice with diverse populations.  
**Students recognize the connection between clients and practice, with public and organizational policies.**  
**Competencies operationalized:** Students advance social, political and economic well-being in policy practice through responsive social work practice.  
**Competencies operationalized:** |
| DP 8.1 | Communicate to stakeholders the implications of policies and policy change in the lives of clients.  
**ACP 8.1** Evaluate, design, and advocate for policies which advance social, political and economic well-being. |
| DP 8.2 | Collaborate with colleagues and clients for effective policy action.  
**ACP 8.2** Sustain policy action through colleague collaboration. |
| DP 8.3 | Students can articulate how relational, organizational, and community systems impact specific clients. They can anticipate and respond to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts in Oklahoma and beyond.  
**Competencies operationalized:**  
**Students remain responsive to practice contexts.**  
**Competencies operationalized:** |
| DP 9.1 | Develop interventions that respond to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. Assess the quality of clients’ interactions within their changing social contexts.  
**ACP 9.1** Evaluate and respond to locale, population, political, economic, societal, scientific and technological changes and trends to deliver effective practice. |
| DP 9.2 | Provide leadership in effecting sustainable changes in service delivery.  
**ACP 9.2** Lead sustainable efforts for quality social work practice. |
| DP 9.3 | Work collaboratively with others to effect systemic change that is sustainable and relevant. |
| DP 10.1 | Use interactive and reciprocal processes of therapeutic engagement, multidimensional assessment, evidence-based intervention, and practice evaluation at multiple levels. They have a theoretically informed knowledge base so as to effectively practice with individuals, families, and groups.  
**Competencies operationalized:** Students foster engagement with organizations and communities, facilitate assessment of organizations and communities, coordinate and deliver interventions for communities and organizations, and evaluate practice professional with communities and organizations.  
**Competencies operationalized:** |
| CY DP 10.1 |  
**Substantively and affectively prepare for action with individuals, families, and groups by thoughtfully considering data from the case.**  
**ACP 10.1(a)** Lead action efforts along with individuals, groups, organizations, and communities. |
<table>
<thead>
<tr>
<th><strong>DP 10.1(b)</strong> Develop a culturally responsive and empathic relationship with clients which attends to interpersonal dynamics and contextual factors that can either strengthen or threaten the relationship</th>
<th><strong>ACP 10.1(b)</strong> Provide empathy through strong interpersonal skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DP 10.1(c)</strong> Establish and use an empathic, relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes</td>
<td><strong>ACP 10.1(c)</strong> Design collaborative work agreements with clear desired outcomes</td>
</tr>
</tbody>
</table>

**CY DP 10.2 Assessment**

| **DP 10.2(a)** Use assessment tools which are supported by evidence based practice and have been critically examined for cultural sensitivity | **ACP 10.2(a)** Gather and evaluate client data |
| **DP 10.2(b)** Assess client’s coping strategies to reinforce and improve adaptation to life situations, circumstances, and events | **ACP 10.2(b)** Evaluate clients systemic strengths and limitations |
| **DP 10.2(c)** Interpret qualitative and quantitative data to measure and ascertain contributing elements of the problem(s) | **ACP 10.2(c)** Design collaborative interventions goals, objectives and tasks |
| **DP 10.2(d)** Identify and utilize client strengths to create intervention strategies | **ACP 10.2(d)** Determine and apply evidenced-based practice strategies and methods |

**CY ACP 10.3 Intervention**

| **DP 10.3(a)** Critically evaluate, select, and apply best practices and evidence-based interventions with particular consideration to diversity | **ACP 10.3(a)** Take action to achieve organizational goals |
| **DP 10.3(b)** Select, modify, and prioritize appropriate intervention strategies based on ongoing feedback and assessment | **ACP 10.3(b)** Deliver prevention and intervention strategies and methods that develop client capacity |
| **DP 10.3(c)** Demonstrate the use of appropriate techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies | **ACP 10.3(c)** Assist clients in systemic problem resolution |
| **DP 10.3(d)** Collaborate with other professionals to coordinate client care | **ACP 10.3(d)** Negotiate, facilitate and advocate for multi-system clients |
| **DP 10.3(e)** Facilitate thorough, planned termination which addresses any ongoing needs, clients’ feelings and a review of progress. | **ACP 10.3(e)** Mediate transitions and terminations with client systems |

**CY DP 10.4 Evaluation**

| **DP 10.4(a)** Critically analyze client interventions using relevant outcome measures | **ACP 10.4(a)** Critically analyze multisystem interventions using relevant outcome measures |
| **DP 10.4(b)** Use data to determine if outcomes have been achieved | **ACP 10.4(b)** Use data to determine if outcomes have been achieved |
Appendix K: Adjunct Checklist & Signature Form

☐ I have read and understand the information presented to me in the OU-SSW Adjunct Orientation Manual.

☐ I have confirmed with the Director/Assistant Director the name of the course(s) and the dates/times the course(s) are taught.

☐ I have completed all University of Oklahoma new employee paperwork.

☐ I have obtained a master syllabus of course(s) being taught from Director/Assistant Director.

☐ I have become familiar with policies in the School of Social Work Graduate Handbook.

☐ I have reviewed the student code and the information regarding plagiarism on the Provost website.

<table>
<thead>
<tr>
<th>Adjunct Professor Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Director or Assistant Director Signature</th>
<th>Date</th>
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</table>

* Please return to Don Baker (Norman campus) or Julie Miller-Cribbs (Tulsa campus).
# Annual Workload Plan

**Anne & Henry Zarrow School of Social Work**

**Faculty Name ________________________________**

**Academic Year______________________**

## TEACHING

<table>
<thead>
<tr>
<th>% weight for Annual Review</th>
<th>Courses</th>
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<tbody>
<tr>
<td></td>
<td>FALL:</td>
</tr>
<tr>
<td></td>
<td>SPRING:</td>
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<td></td>
<td>SUMMER:</td>
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</tbody>
</table>

## SERVICE

<table>
<thead>
<tr>
<th>% weight for Annual Review</th>
<th>List major committee activity/administrative role(s):</th>
</tr>
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<tbody>
<tr>
<td>Total units _____</td>
<td></td>
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</table>

## SCHOLARSHIP

<table>
<thead>
<tr>
<th>% weight for Annual Review</th>
<th>List major activity:</th>
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<tbody>
<tr>
<td>Total units _____</td>
<td></td>
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</tbody>
</table>

## TOTAL ALL UNITS_________

In the space provided below, if workload plan is different than the standard workload in the SSW, please explain and justify changes in workload.

Faculty Signature:

Date:

Director/Assistant Director Signature:

Date:
I. General Principles

A. Philosophy and Mission

The School of Social Work is accredited by the Council on Social Work Education at the graduate and undergraduate levels. The profession, the state, and the University help to shape the School's mission. Because social work is a profession and is practice-oriented, there is an interdependent relationship between teaching, research and service activities at the School and we are highly mission- and goal-centered.

The mission of the School is at the center of what we do: The School of Social Work, through its programs of professional education, research and public service is dedicated to the enhancement of human well-being and to the alleviation of poverty and oppression through developing and improving systems of social services, especially public social services.

The School's primary means of achieving its mission is by preparing skilled social work practitioners who are committed to practice that includes services to the poor and oppressed, by improving and developing social service programs, and by promoting professionalism in social work in Oklahoma. To this end the School offers two degree programs: the undergraduate major in social work leading to Bachelor of Arts and a graduate program leading to Master of Social work. The mission and goals of the School are consistent with the goals of professional social work education and with those of the University of Oklahoma.

To achieve its mission, the School of Social Work has established the following goals:

1. to educate skilled social workers that can effectively serve individuals, families, groups, organizations and communities;
2. to increase the availability of skilled social work professionals, particularly from minority groups; and
3. to develop and strengthen social services through:
   a. scholarly activities that elaborate and explicate issues relevant to the enhancement of human well-being and the alleviation of poverty and oppression;
   b. research and evaluation activities aimed at facilitating effective practice and the generation of knowledge;
c. consultation and leadership to emerging and existing social service programs; and
d. continuing education and training.

The mission statement of the School is the nexus for the School's activities and is the standard against which the School's success is evaluated. The Faculty Evaluation and Development: Policy and Procedures document emanates from the mission statement.

Faculty development and faculty evaluation are part of a continuum. Leadership and responsibility for both of these activities rests with the Director and Committee A. Consistent with our focus on goals and goal attainment, all faculty, especially non-tenured faculty, are encouraged to formulate three-year plans. Committee A meets with faculty members around their three-year plans and the plans help to guide the preparation of materials for annual review. Three-year plans constitute a formalized tool designed to help faculty plan for successful academic careers and to help the School meet its goals. Minimally, plans are updated annually. The plans are not rigid and inviolate, but rather convey a thoughtful, planned series of activities that is understood, endorsed and supported by the School.

Senior faculty are also encouraged to mentor untenured faculty in research activities. Mentoring may range from inclusion on projects and scholarly work to consultation and advice.

Goals, feedback and support are necessary ingredients to effectiveness. The School’s Faculty Evaluation and Development: Policy and Procedures seeks to encompass these features and build a collaborative, supportive work environment.

B. General Criteria/Standards and Procedures

The School’s evaluation and development process will adhere to the procedures, policies, and intent of the Faculty Handbook. Faculty are to be familiar with this Handbook, in with the content of Section 3 “Faculty Policies and Information.” Evaluation of faculty performance is carried out by Committee, A which consists of the Director and two elected tenured faculty members. Program coordinators may be asked to give feedback regarding the faculty member’s work in their respective areas of responsibility.

The importance of direct (face-to-face, if possible) communication in faculty evaluation and development is recognized. As such, individual faculty are encouraged to request to meet with Committee A around evaluation or faculty development issues. In the same vein, Committee A is encouraged to
request to meet directly with faculty members about any concerns or questions. These meetings are encouraged both during the formal evaluation period and at other times in the year.

C. Weights

As teaching and research are its primary areas of emphasis, the School seeks to devote approximately equal resources to each. Thus, about 40% of the School’s resources and effort will be devoted to teaching and 40% to research. About 20% of resources and effort will be directed to service. These percentages are intended to be guidelines rather than rigidly set standards. They may shift some according to factors such as: 1) the particular talents and interests of faculty members, and 2) the particular demands (needs) in the three areas of teaching, research, and service.

For both tenure track and non-tenured faculty, the standard weights for evaluation are: 40% teaching, 40% research, and 20% service. Again, these weights are not rigid standards. Some degree of flexibility is needed to take advantage of differing talents and interests of faculty and the changing needs of the School and community. The range of acceptable weights is:

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
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<tbody>
<tr>
<td>Tenured faculty</td>
<td>25 to 60</td>
<td>25 to 60</td>
<td>10 to 50</td>
</tr>
<tr>
<td>Non-tenured, tenure track</td>
<td>25 to 50</td>
<td>40 to 55</td>
<td>10 to 35</td>
</tr>
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</table>

All weights (percentages) must sum to 100. Committee A will support requests for weights other than the standard weights only where such weights do not adversely affect the School’s ability to carry out its mission. The assignment of non-standard weights in a given year does not guarantee that these will be extended into the next. Changes in School needs or, perhaps, a request for non-standard weights by another faculty are factors that might need to be considered. Faculty requesting a change in weights must make a written request to Committee A prior to January 1 of the year to which the request applies. The Director and or Committee A will negotiate with faculty members regarding responsibilities and assignments.

Weights affect the annual evaluation numeric summary because performances in each area (teaching, research, and service) are multiplied by these weights. Weights should also be considered in making evaluative judgments. For instance, suppose that two faculty produce identical research products in a given year but that weights in research differ. In this situation, the faculty member with the lower weight in research should garner the higher rating in this area because the same work was accomplished even though a lower proportion of total effort (as indicated by the lower weight) was directed towards
research. This same principle applies to teaching and service ratings. Weights should reflect actual work responsibilities. For instance, a faculty with a higher than standard weight in teaching should have more responsibilities in this area than a faculty with a lower weighting. Weights should be considered in tenure and promotion decisions. Where a request for non-standard weights is made, the Director and/or Committee A will negotiate with the individual faculty member regarding responsibilities and assignments.

D. Evaluation of Teaching

The evaluation of teaching focuses on work in: 1) classroom teaching, 2) field liaison (if appropriate), and 3) advising. Advising is viewed as highly important. Teaching is defined as any course in the social work program (full time, part time, and intercessions) and doctoral and master’s committee work.

The School seeks faculty who are committed to teaching and to fostering a spirit of intellectual interchange and inquiry. Characteristics of effectiveness in teaching may include: thorough coverage of course content, expertise and currency in substantive content, enthusiasm, rigor, clarity of presentation, organization, creating a climate conducive to learning, stimulation of critical and creative thinking, willingness to address controversial subject matter, respect shown to students, and attentiveness to individual student concerns and issues. The following summarizes sources that will be considered by Committee A in evaluating classroom teaching:

- **Quantitative student evaluation.** These will ordinarily be taken from the College of Arts and Sciences (which will be administered at all program sites) or Advanced Programs student evaluation forms. In assessing the student’s quantitative responses, Committee A will consider potential biases. Such biases include: where initial student interest and/or motivation is low, this can lower student ratings; where instructor rigor is high and/or grading standards are demanding, this can lower student ratings; and that issues of personality (entertainment) can, in some instances, exert inordinate influence on ratings.

- **Qualitative student evaluations.** These will ordinarily be taken from student evaluation forms. In interpreting student responses, Committee A will focus on comments pertaining to factors such as those enumerated above in describing characteristics of effective teaching.

- **Teaching materials.** In particular, where new and innovative materials have been developed, this will reflect positively in the evaluation. Committee A will assess the overall quality of materials such as, for instance, the syllabus and bibliography.

- **Teaching load and assignments.** Factors such as the number of new preparations, the number of preparations, class size, and the number of courses taught will be
considered. Independent study assignments and any masters or doctoral committee work will be considered.

- **Peer evaluation.** Peer evaluation is defined as the active involvement of a tenured faculty peer in the development and evaluation of the teaching of a colleague. Faculty are encouraged to use peer evaluation and mentoring to increase teaching effectiveness. Peer development and evaluation may include activities such as classroom observation, consultation on assignments and class exercises, and in general, developing strategies for more effective teaching. Direct classroom observation is encouraged at least once per year for untenured, tenure-track faculty. Faculty who will be observed select observers from among the School’s tenured faculty.

Faculty are responsible for providing Committee A with materials by which to evaluate their classroom teaching. These materials should include the course syllabus and bibliography. Faculty are encouraged to furnish other materials such as: handouts, tests, assignments, etc. Student evaluations, in particular quantitative evaluations, will often be the most important factor in evaluating classroom teaching. Yet, these should not become so important that other factors play only a marginal role.

The evaluation of the liaison function will include such factors as: 1) frequency of contact, 2) helpfulness to instructor and student, 3) knowledge of social work practice as applied in liaison role, 4) ability to further students’ development and skills, and 5) communication with the field supervisor. Committee A may solicit input from the Practicum Coordinator.

The assessment of advising will focus on factors such as: 1) knowledge of School and College (or Graduate College) requirements, 2) helpfulness and attentiveness to student concerns, 3) time spent in advising. It is recognized that undergraduate academic advising is ordinarily more time demanding than is graduate academic advising. Professional advising is critical at both the graduate and undergraduate levels.

The standard teaching load of tenured and tenured track faculty shall be defined as four classroom courses and one field liaison assignment (6 to 8 students) per academic year. Faculty requesting an option of teaching five classroom courses will be accommodated when possible. Consistent with accreditation and School requirements, appropriate reductions in teaching load will be extended the Director, program coordinators, and others with intensive administrative assignments. When a non-tenure track faculty’s responsibilities do not include research, the teaching load may well exceed five courses. In consultation with the Director, faculty may use grant monies to “buy out of” selected courses. These statements on teaching load presume adequate funding and resources.
E. Evaluation of Research

Research is integral to the School’s mission. Research is conceptualized broadly, and is better described by the term “scholarship.” It is recognized that scholarly work may advance theory development, empirical knowledge, social policy, and/or social work practice. Contributions in all of these areas are viewed as vitally and equally important. The term research can be further expanded to encompass “creative activity.” For instance, the development of a highly innovative computer software program or of a pioneering practice intervention model may be considered in the research area. The School encourages collaboration among faculty on research projects and seeks to develop a climate supportive of research and creative activity. Both quantitative and qualitative approaches are encouraged.

Though research is conceptualized broadly, scholarly publication remains the key mechanism for evaluation in this area. The most highly rated scholarly activities are: articles in peer-reviewed journals, books that advance knowledge (scholarly books), textbooks, book chapters, and edited books. Among these activities, (non-edited) books are clearly ranked above articles, chapters, and edited books. In evaluating these activities, Committee A will consider factors such as: quality and prestige of journal/publisher, sole versus lead versus co-authorship, the candidate’s role in the work product, the pertinence of the work to social work, scientific and/or scholarly sophistication and rigor, innovation and creativity, and the importance of the work. It is recognized that scholarly work in some areas may be more difficult to publish in “traditional,” high prestige journals than work in other areas.

Publications other than those mentioned above are also encouraged but, ordinarily, will be rated lower. These publications would include: 1) the production of final evaluation reports and 2) publications in conference proceedings. Presentations at international, national, and regional meetings are evaluated in the research area. While, presentations are encouraged they are not evaluated at the same level as are the research products mentioned in the prior paragraph. Though credit is given for evidence of ongoing progress in scholarship -- for instance, the submission of a paper for review in a peer-reviewed journal, substantial progress on a book, etc. – predominant credit accrues in the year of publication.

Faculty are encouraged to seek financial support for their research. Grants from external sources, in general, will be evaluated more favorably than those from internal (University sources). Among external grants, grants from national organizations (public or private) will ordinarily be evaluated more positively than those from state agencies. Research-related grants will ordinarily be evaluated more positively than those pertaining to training or program development. Ordinarily, greater credit will be given to larger grants (in terms of dollars) than to smaller ones. While to some degree an end in themselves, research grants is viewed largely as a route to a product, that product being the published paper or manuscript. It is recognized that availability of funding varies in different areas. This may be considered in evaluative decisions.
More credit will ordinarily be extended to a funded grant than to an unfunded grant application. Yet, because grant solicitation is encouraged, some credit will be given to application, even if unsuccessful. Where a grant extends across more than one calendar year, greatest credit will ordinarily be given in the year of receipt of the grant. Particularly, where considerable work is extended on the grant in a subsequent year(s), significant credit may be extended for this work.

F. Evaluation of Professional and School/University Service

Service may occur at many different levels, for instance, within the School, the College, the University, the community, the state, nationally, or internationally. There are at least two “branches” of service: 1) service to the field of social work, that is, professional service, and 2) service to the School/University. Both are encouraged and neither is viewed as more important than the other. Still a third type of service is administrative service. Ordinarily such service is carried out by the Director or by program coordinators. The following are examples of professional service that will be considered in evaluation:

- Participation in state, national or international scholarly and professional organizations such as service as an officer, editorial board member, or major committee member;
- Refereeing or reviewing of research papers, chapters, books, or grant proposals;
- Service as consultant to national, state or local agencies or to other public bodies where the consultant contributes to the goals and purposes of the School and University;
- Service on local, state, national or international commissions, advisory boards or agencies, councils (public or private) related to the profession;
- Social work-related talks or presentations to external groups such as schools, colleges, other universities, churches, civic organizations;
- Paper presentations at local or state meetings;
- Direct social work practice with client systems; and
- Social change efforts that seek to enhance social justice.

In most instances, chairing or leading a task force or other group would earn more credit than would simply serving on such a group. Where service is at a national or international level, this ordinarily counts for greater credit than does service at a regional, state or local level. The amount of time involved is considered in the evaluation decision.

The following are examples of School/University service:

- participation in University- or College-wide councils, boards, and committees;
• participation on Committee "A" and/or other School committees and through involvement in student activities; and

• providing leadership in or devoting effort to School or University functions that take place outside of formal committee structure (for instance, recruiting).

It is recognized that untenured, tenure track faculty can easily become overly involved in service activities to the detriment, in particular, of research productivity. Therefore, expectations for service are lower for these faculty than for tenured faculty. Given equal weights, the same service activity by an untenured faculty and by a tenured faculty should result in a higher rating for the untenured faculty.

In addition to professional service and School/University service, those with significant administrative responsibility (usually the Director and program coordinators) will be evaluated in the area of administrative service. Evaluation of administrative service will consider factors such as effectiveness of leadership, communication with faculty and students on key issues, organization, advances or innovations made, and accessibility and availability. The Director’s evaluation will also focus on relationships with external constituencies such as alumni groups, agency personnel, those in the social work education community, and potential funders.

For those with administrative responsibility, “administrative” tasks often overlap with School “service” tasks. For instance, program coordinators typically chair School committees. Given this overlap, administrators are, almost by definition, more involved in “school/administrative” service than are other faculty. As such, expectations for such service are higher for those with administrative responsibility than for others. Given equal weights, the same service activity on the part of a coordinator and a non-administrative faculty member would ordinarily result in a higher service evaluation for the non-administrative faculty. Release time from teaching and/or research will be extended to those with administrative service responsibilities. Evaluation weights should reflect the actual balance of work.

II. Criteria/Standards for Initial Appointment

Applicants for initial appointment in a tenure line position should possess 1) a masters degree in social work and 2) a doctorate in social work or a related field. Preference is given to applicants with two years of post-masters practice experience. Applicants should demonstrate capacity for excellence in teaching, research, and professional service and should hold values that are consonant with those of the social work profession. Where an applicant has not completed a doctorate, the School, with the approval of the College Dean, may hire with the contingency that the doctorate be completed by a specified time. Similarly, with the approval of the Dean, a faculty member with a strong record may be hired at a senior level, sometimes with tenure. For non-tenure track appointments, the masters in social work will ordinarily be required. Preference will be given to those with a doctorate.
III. Annual Evaluation Procedures

The annual evaluation period is the calendar year. Annual Evaluation of faculty performance is carried out by the School’s Committee A. It is the responsibility of faculty members to submit evaluation materials at the appropriate time to Committee A.

Committee A assigns scores in each area (teaching, research, and service). These numbers are then multiplied by weights to derive an overall number that is a quantitative summary of performance in the evaluation period. This number is used in determining raises and salary increments. In determining raises in a given year, a three-year average is used (the mean quantitative summary number for the evaluated year and for the two prior years). Appropriate accommodation is made so that those who have not accumulated three years are not penalized. In making annual evaluations, Committee A uses the evaluation form provided by the College of Arts and Sciences (CAS). It is recognized that this form may change from year to year. The current form has five rating categories, each of which applies, to all three areas. These categories, ordered from highest to lowest are: outstanding; very good; good, meets expectations, marginal, and unacceptable. In addition to quantitative evaluation, Committee A produces a brief narrative summarizing performance.

Faculty who are candidates for tenure and/or promotion should recognize that annual evaluations, decisions to reappoint (or not to do so) for another year, and tenure and/or promotion decisions are distinct procedures. In particular, satisfactory annual evaluation does not guarantee a favorable recommendation on tenure and/or promotion.

A. Teaching

The evaluation of teaching applies the principles developed in Section I. D. As Section I. D. states, effectiveness in teaching (classroom and/or liaison) is the primary evaluative factor and effectiveness of advising is a secondary factor.

The following is an example of performance that would be evaluated at the middle category of the current five-point CAS scale (or of a similar scale): student quantitative evaluations on questions addressing instructor and course expectations typically in the range from “good” to “very good” (or, should the evaluation form change, other equivalent responses); syllabus and course materials accurate, clear, and up to date; predominantly positive qualitative student evaluations, though some weak points might be noted; and solid (though not exceptional) performance in field liaison work and advising. Performance above this level would garner a higher evaluation. Lower performance would garner a lower evaluation.
B. Research

The evaluation of research applies the principles developed in Section I. E. The following performance would earn a rating at the middle category of the current CAS (or similar) instrument: lead or sole author of an article published in a refereed journal (or of a book chapter in a well recognized press) and significant progress on some research project besides the article (for instance, the submission of an article).

C. Service

The evaluation of service follows the principles developed in Section I. F. This section outlines different service expectations for tenure-track versus tenured faculty. The following performance would earn a rating towards the higher end of the middle category for tenure-track faculty and in the middle of this category for tenured faculty: appropriate service on assigned School committees, participation on University or non-University committees or task forces, review of manuscripts or grant applications, and some presentation to local or state groups. Where a faculty has substantial administrative responsibility (for instance, Director or program coordinators) their work in the administrative role will be evaluated as part of service.

IV. Annual Reappointment and Third-Year Review of Tenure Track Faculty

Each year during the probationary appointment, Committee A makes a recommendation to the Dean regarding whether the candidate for tenure should be reappointed for another year. The primary consideration in this recommendation is whether adequate progress towards tenure is being made. (The formal tenure decision is made during the candidate’s sixth year.) During the spring semester of the third probationary year, a “Third-Year Review” of progress towards tenure is conducted by Committee A. For the third-year review, the candidate develops a brief statement summarizing their accomplishments and goals in the three areas of teaching, research, and service. As part of the third-year review, Committee A solicits input from tenured faculty. Also, annual reviews, reappointment letters, the candidate’s statement, quantitative teaching evaluations, and scholarly work will be available for review by tenured faculty.

Both in the annual reappointment and in the third-year review, Committee A summarizes the adequacy of progress towards tenure and, where appropriate, points out activities that need to be carried out to enhance the candidate’s opportunity for an affirmative tenure decision. Both the annual reappointment process and the third-year review process result in a recommendation from Committee A.
to the Dean to 1): reappoint, or 2) not reappoint. Though the third-year review process has greater depth than annual reviews, Committee A may recommend not to reappoint in any year where the candidate is judged not to be making adequate progress.

V. **Tenure and Promotion Decisions**

Accomplishment in teaching and research are the primary considerations in the tenure decision and in the decisions to promote to Associate Professor or Professor. Service is considered in the decisions but as a secondary factor. The general principles for teaching, research and service outlined in Section I (General Principles) apply. Weights should be taken into account but not to the extent that they override basic tenure or promotion expectations. Presuming standard weights (40% teaching, 40% research, and 20% service), teaching and research ordinarily count equally in the tenure and promotion decisions. Faculty who are candidates for tenure and/or promotion should recognize that annual evaluations, decisions to reappoint (or not to do so) for another year, and tenure and/or promotion decisions are distinct procedures. In particular, satisfactory annual evaluation does not guarantee a favorable recommendation on tenure and/or promotion. For faculty hired at the assistant professor rank, the decision to award tenure and the decision to promote to associate are based on the same standards and requirements. Thus (for those at the assistant professor rank), all comments in this document that pertain to the tenure also pertain to promotion to associate professor.

For both the tenure decision and the decision to promote to Professor, the candidate’s research/scholarship is sent to a minimum of six to eight scholars outside of the University. Though the candidate may suggest names, primary responsibility for the selection of external reviewers rests with Committee A. The reviewers should be experts in the candidate’s field and should not be closely associated with the candidate on a personal basis. Reviewers will be asked to evaluate the candidate’s research record and to recommend whether that record would earn tenure and/or promotion at their own institution. The letters of external reviewers are viewed as a key source of information for both decisions. These letters are confidential and, thus, are not shared with the candidate. In addition to the scholarly record, reviewers receive a copy of the School’s tenure and evaluation standards; i.e., they receive a copy of this document.

Both decisions require the development of a dossier of pertinent materials. The candidate, with assistance from the Director, has primary responsibility for developing the dossier. The candidate and Director should work jointly to assure that it is developed in timely fashion and in accord with College and University guidelines. All tenured faculty vote in the tenure decision. Only professors vote in the decision to promote to Professor. For both decisions, Committee A members vote and develop a report to the Dean. For both decisions, the Director votes and develops a report to the Dean. Tenure and promotion decisions adhere to policies and procedures in the Faculty Handbook.
A. Tenure and Promotion to Associate Professor

The tenure decision ordinarily takes place during the candidate’s sixth year although a shortened tenure consideration period may be negotiated between the faculty member, the School, and the College. The decision-making criteria follow:

1. Assessment of Teaching

Candidates will be evaluated according to the principles outlined in Section I. D. The successful candidate should be a highly capable and skilled educator who contributes to the intellectual development of students and to the fostering of a climate of learning in the School.

Information from the sources of information delineated in Section I – quantitative student evaluations, qualitative student evaluations, teaching materials, and teaching load and assignment – bear in the teaching assessment as does work in field liaison and advising. Student quantitative evaluations will be important in the decision-making process. At a minimum, quantitative responses to questions probing teaching and course effectiveness should be at least reasonably close to (not greatly below) median levels in the College and/or School. Potential biases in student quantitative evaluations (see Section I. D.) should be taken into account.

Trends across the probationary period should be considered. In particular, improved teaching across the course of this period is viewed positively.

The candidate’s weight in teaching should be taken into account. Where this weight has been higher than the standard weight of 40%, expectations for performance should be adjusted modestly upwards. Where this weight is lower, expectations should be adjusted modestly downward.

2. Assessment of Research

Research will be evaluated according to the principles outlined in Section I. E. The successful candidate should produce work of high quality and of sufficient quantity. The successful candidate should be a skilled researcher/scholar committed to the development of new knowledge and/or theory that benefits the field of social work.

Apart from books, articles in refereed journals and book chapters are the highest ranked forms of publication. As a broad guideline, the successful candidate for tenure should publish (or have accepted for publication) a minimum of six refereed articles and/or book chapters. Alternatively, a book with a recognized publisher and a lesser number of articles/chapters would also represent publication that is in accord with tenure expectations. Factors such as those listed in Section I. E. should be considered in assessing quality. These factors include: quality and prestige of journal/publisher, sole versus lead versus co-authorship, the candidate’s role in the
work product, the pertinence of the work to social work, scientific and/or scholarly sophistication and rigor, innovation and creativity, and the importance of the work. Consistency of publication across the probationary period and the potential for future publication will be considered. Where the candidate’s scholarship establishes them as a recognized (national level) expert in a given area, this is positively evaluated. Where the candidate’s publications are in concentrated areas (lines of research) rather than scattered haphazardly, this is viewed positively. The candidate should demonstrate leadership in research.

The suggested minimum of six articles/chapters applies to a candidate whose research weighting is the standard 40%. This figure should be adjusted modestly where the candidate’s research weight is not 40%.

Grant activity, particularly research grants funded by external sources, is encouraged and will count favorably in the tenure/promotion decision. The absence of such activity may weaken the record, particularly where one’s research area offers ample opportunity for funding.

3. Assessment of Service

Service will be evaluated according to the principles in Section I. F. The successful candidate should have made solid service contributions and should be committed to continued future contributions. Service is ordinarily a secondary factor in the tenure/promotion decision. Very high levels of service count positively. Poor service, particularly an unwillingness to contribute to the School, will weigh negatively in the tenure/promotion decision.

B. Promotion to Professor

Just as in the tenure decision, teaching and research are the key factors considered in deciding whether to promote to Professor. The primary requirement for promotion is sustained, high quality work in teaching and research. Exceptional performance in one of these areas may compensate to some degree for lesser performance in the other. Service is a secondary factor. Principles developed in Section I, General Principles apply.

Generally speaking, the standards for teaching are much the same as for the tenure decision. The successful candidate should have a sustained record of strong teaching and should contribute to the intellectual life of the School. The faculty member should demonstrate leadership in the curricular area(s) of their expertise.

The evaluation of research covers the full span of the academic career. Most often, the successful candidate will have attained national recognition and visibility in an area of expertise. The successful candidate should have a sustained record of strong research and publication. In most instances, this record will include substantial publication since the award of tenure (or, if hired with tenure, since the
date of hiring). (Where a faculty member is hired at the level of Associate Professor without tenure, the decisions to tenure and to promote to full professor may, in some cases, apply together; in such a situation the prior sentence would not apply.)

As a general guideline, the successful candidate will have published a minimum of 15 refereed articles and/or book chapters. They may well have authored a book with a recognized publisher. If this is the case, a lesser number of articles and/or book chapters could suffice. In most instances, the candidate will have experienced significant success in grantsmanship. The absence of such (except, perhaps, where funding does not pertain to the research/scholarly area) could weaken the candidate’s record.

The requirements for service are much the same as those for tenure or promotion to associate professor. Mentorship and support of newer faculty and effective collaboration with faculty are distinct assets. A record of strong, sustained service will be viewed positively but will not outweigh the basic requirements in the teaching and research areas.

VI. Clinical, Adjunct, and Visiting Faculty

The master’s in social work is ordinarily the requirement for clinical, adjunct, and visiting faculty. These are non-tenure track appointments and, unless otherwise negotiated, are on a year-to-year basis. The expectations in teaching and service are much the same as those outlined in this document for tenure-track faculty. Non-tenure track faculty usually does not have research responsibilities. Where this is the case, other expectations may be increased. For instance, the faculty member may be assigned more than five courses during a year. Final work responsibilities will be negotiated with the Director and/or Committee A. Weights will be assigned in accord with these responsibilities.

Approved by the Faculty: 23 April 23, 2004

Approved by Senior Vice Provost and Provost: 23 June 2004
Definition and Scope

The following provisions shall apply to particular faculty who are appointed year-to-year for a specific term and is informed by the evolution of the role of the term-faculty member that has occurred within the school since the original preparation of this document. This role involves considerable involvement in service to the school, service to the profession, and the facilitation of knowledge development, utilization and/or dissemination within systems of social services either locally, statewide, nationally, or internationally. The distinctiveness of this role resides in the practice orientation of the social work profession, which involves practice-oriented knowledge, that is, knowledge created through practice research, instruction, engagement in practice, and/or action research.

Such faculty shall be referred to below as "term faculty." This policy should be read in conjunction with all applicable University and College policies. In case of a conflict, University and College policies will be controlling. A term faculty member may be given the title of instructor, lecturer, assistant professor, associate professor or full professor according to the individual's academic and professional credentials, background, and expertise. A term faculty position may also be referred to as clinical. The terminal degree for term faculty hired as a lecturer or higher is the MSW, the professional degree in social work, and may possess a doctoral degree. The terminal degree for any term faculty person hired as an instructor will be decided by the faculty with the approval of the Dean and Provost. Term faculty appointments will be filled through a faculty search process involving both the School's faculty and members of Committee A.

Appointment and Length of Term

Term faculty members shall have term appointments with assignments that will likely differ from temporary faculty, tenure-track, and tenured faculty in the distribution of effort. These assignments will ordinarily emphasize teaching and service and term faculty members will under most circumstances carry a heavier teaching load than tenure-track or tenured faculty since the focus of their efforts does not normally involve research. The teaching load of a term faculty member will be influenced by other responsibilities normally involving engagement in service, such as service as an academic program coordinator. The positions are designed to meet departmental needs, teaching requirements, and support of student learning. The responsibilities of this role may change with each renewal. The length of any term will be three years, and any term may be renewed as provided by this policy.

Rights and Duties

Term faculty members are regular faculty for all purposes except those restricted to tenure-track or tenured faculty. Specifically they shall not vote on tenure and tenure-track promotions. Otherwise, faculty members on term appointments will fully share the rights and duties of regular faculty including involvement in faculty governance, curriculum development, and eligibility for career development opportunities; for example, applying for internal college and departmental support for professional activities.

The effort of a term faculty member is within two principal domains—teaching and
service although this effort may include the domain of research but this is not an essential requirement of the role. Under normal circumstances, term faculty members do not engage in research and/or publication as a requirement of their role and accompanying duties.

Evaluation

Term faculty members shall be evaluated annually by Committee A as part of the process applicable to all faculty as specified by the appropriate section of the University of Oklahoma Faculty Handbook, typically using similar formats and sources of information as all other faculty. The standards of performance and sources of information for evaluating teaching and service are as follows:

Teaching: Term faculty will likely carry heavier teaching responsibilities than other full-time faculty members who are on the tenure track or who possess tenure. The quality of teaching will be assessed based on a variety of sources of information including Arts & Sciences student evaluations; peer evaluations; course syllabi and additional materials; published teaching materials; and College and University teaching awards and honors.

Service: Term faculty may have heavier service responsibilities than other full-time faculty members. They may be assigned curricular advisement for a higher percentage of students; assigned program roles such as developing and/or monitoring practicum sites; and/or, asked to engage in the supervision of practicum students as a principal instructional responsibility. Service may also require a term faculty member’s participation on masters and doctoral committees (as appropriate and dependent upon graduate faculty status), evaluating comprehensive examinations, and writing departmental grants, particularly when those involve the advancement of training and teaching.

Faculty members with term appointments will likely serve and/or lead departmental, college, and university committees. Since term faculty members offer considerable expertise in practice it is likely they will offer service to the profession at different levels as part of their responsibilities within the school. They may serve the profession locally, at state levels, nationally and/or internationally. Within those service roles they may engage in important forms of knowledge translation, dissemination and/or utilization thereby furthering the capacities of systems of social services to engage recipients through innovative, effective and meaningful activities.

Research: Publication is not a requirement for appointment or renewal of a term faculty member, and there is no expectation that a term faculty member will publish scholarly articles or conduct conference presentations, although these may stand as important avenues of professional development and contribution that term faculty members undertake as part of their involvement in scholarship. Term faculty members may emphasize those forms of scholarship at their own discretion and therefore receive recognition for the advancement of practice through such means. They also may be active in the dissemination of useful knowledge concerning the design and provision of social services as well as active in facilitating the utilization of knowledge by social service entities seeking to advance their effectiveness. Using knowledge to facilitate change in social service entities that can occur by training professionals, providing technical assistance, translating research into practice, engaging in evaluation, and engaging in consultation are seen as important avenues of advancing practice by term faculty members and, consequently, hold importance for annual evaluation or promotion.

Renewal
**Annual:** A term faculty appointment must be renewed annually to remain in effect. The renewal decision shall be accomplished by the same procedures employed for tenure-track faculty in their probationary period. Annual evaluations will be conducted according to the existing rules and procedures of the University, the College of Art & Sciences, and the School of Social Work. The School's Committee A. will assess the individual's performance in the areas of teaching and service, and in knowledge utilization relevant to their service roles, according to his/her specific distribution of effort.

The faculty member will be notified of the department's recommendation of annual renewal or non-renewal no later than March 1.

**Term:** Consideration of term renewal shall be accomplished as follows: At the beginning of the final year of the term and prior to notifying the faculty member whether or not he/she will be reappointed to a subsequent term, the faculty member will receive a comprehensive and thorough evaluation of his/her performance during the entire term.

The process shall begin no later than the start of the semester prior to the last semester of the faculty member's term. The School's Committee A will judge the individual's performance in the areas of teaching, service, and research described above, according to his/her specific distribution of effort.

**Promotion**

Term faculty members shall be eligible for promotion. Promotion procedures shall be those applicable to all faculty as specified in the appropriate section of the University of Oklahoma *Faculty Handbook*. Faculty members on term appointments will be eligible for promotion at the discretion of School of Social Work's Committee A and no sooner than the end of the second three year contract. Promotion does not grant tenure or guarantee move to a tenure line; and, the faculty member remains on a renewable term appointment. Evaluation for promotion will be based upon the following criteria, which clarify standards of performance and sources of information:

In order to receive promotion, term faculty must demonstrate excellence in all assigned areas involving teaching and service and, when relevant, research. The involvement of a term faculty member in knowledge translation, dissemination and utilization, the intent of which is to improve or otherwise advance practice as its principal aim, is recognized as an important factor influencing promotion. In assessing these areas, the following points should be considered for the purposes of determining promotion:

- **Teaching:** which can include: 1) a history of excellent annual teaching reviews by the department; 2) reviews from varied faculty whether tenured, tenure track, or clinical indicating excellence, creative and/or innovative approaches to instruction; 3) teaching awards and honors; or 4) the development of internal teaching resources (including study guides, multimedia materials, computer-assisted learning materials, web-based materials) although those materials may achieve the status of publications. The scope of teaching for a term faculty member can be broad and can include classroom based forms of instruction, supervision within practicum settings, advisement for the purposes of supporting students’ academic and/or professional development, and supervision of students’ projects.

- **Service:** Term faculty seeking promotion must also demonstrate excellence in their service activities to the department, college, university and/or the profession and/or the