



Warren Wilson
COLLEGE

SOCIAL WORK PROGRAM

POLICY MANUAL

WARREN WILSON COLLEGE

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1996
Most recently revised in 2021

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PURPOSE OF MANUAL

This manual is intended to familiarize Social Work students, faculty and agency field instructors with the policies of the Warren Wilson College Social Work Program. It is designed to be an ongoing reference guide for understanding the processes involved, both in the classroom setting and in field education, in earning the baccalaureate degree in Social Work at Warren Wilson College.

Warren Wilson College

Warren Wilson College is a private, liberal arts college that combines strong academics with work for the school and engagement with the community, for a more involving, more meaningful education. This unique Triad learning program of academic study, work, and community engagement teaches students to make connections, solve problems, and grasp ideas in ways that go beyond the "typical" college experience. Warren Wilson College students are part of an academic community concerned about stewardship to the environment, social justice, and human dignity for all persons.

College Mission Statement

The mission of Warren Wilson College is to provide a distinctive undergraduate and graduate liberal arts education. Our undergraduate education combines academics, work, and community engagement in a learning community committed to environmental responsibility, cross-cultural understanding, and the common good.

Core Values

All proceedings, programs, and initiatives of the College are grounded in a commitment to the following core values:

- The Triad: Academics, work, and community engagement
- Community: Civic identity and participatory governance
- Liberal Arts: Experiential and innovative education
- Sustainability: Environmental responsibility, social and economic justice

- Diversity: Inclusivity, international and cross-cultural understanding
- Wellness: Personal growth and well-being

Enduring Institutional Objectives

Drawing from its core values, the College accomplishes its mission through an enduring commitment to the following objectives:

1. To practice an integrated Triad of academic study, productive work, and meaningful community engagement
2. To prepare students for community engagement, leadership, and meaningful lifelong work and learning
3. To offer an undergraduate educational program that
 - A. enables students to think critically, obtain and evaluate information effectively, and communicate clearly;
 - B. introduces students to a variety of ways that humans acquire and use knowledge;
 - C. provides students with opportunities to develop a breadth of understanding and to make connections among areas critical to a liberal arts curriculum;
 - D. requires that students demonstrate a depth of understanding through competence in one or more academic disciplines;
 - E. leads students into considered reflection on the meaning and value of work and service to others;
 - F. engages students in Triad activities that deepen understanding about the environmental, economic, and community bases of sustainability;
 - G. guides students in examining their lives and articulating their beliefs and values;
 - H. provides opportunities for personal, physical, moral, and spiritual development;
 - I. imparts an awareness of the commonality of human problems while encouraging the development of civic engagement and a sense of social justice;
 - J. offers educational opportunities for students to better appreciate the diversity of the world and to develop cross-cultural and international understanding.
4. To offer select, innovative graduate programs grounded in the liberal arts tradition
5. To promote environmental responsibility in students through education, campus operations, policy, and community outreach
6. To create an educational community representing a broadly diverse world

7. To nurture, through responsible and resourceful management policies, a small, residential community where students, faculty, staff, and governing board share close, mutually supportive, personal relationships and collaborate in College governance.

Warren Wilson College Social Work Program

The Warren Wilson College Social Work Program is viewed as a natural extension of the College mission statement, which accords value to personal and social transformation in a diverse and collaborative community environment. Service has always been a cornerstone of the College's purpose, and social work education was included in the initial curriculum when the college made its transition from a two year to a four year institution in 1965. The Social Work Program was among the earliest college baccalaureate programs to become accredited by the Council on Social Work Education (CSWE) in 1978; and, the Program has maintained continuous CSWE accreditation since then. The program of study is based on the CSWE Educational Policy and Accreditation Standards for the Baccalaureate Degree Programs in Social Work Education as set forth in the CSWE Commission on Accreditation Handbook of Accreditation Standards and Procedures, 17th Edition (2015). The CSWE Educational Policy and Accreditation Standards is available at: <http://www.cswe.org/File.aspx?id=13780>

Social Work Program Mission Statement

The mission of the Social Work Program at Warren Wilson College is to provide students preparation for beginning-level entry into the profession of social work through an undergraduate generalist social work education that is educationally sound, academically challenging, ethically principled, and socially relevant, and which is solidly framed by the Triad experience of service, work, and education in the liberal arts.

This mission is accomplished by:

- Instilling within the students an understanding of the history and complexity of social systems.
- Affirming and strengthening students' beliefs about social responsibility for others, including people who are marginalized, oppressed, and disenfranchised.
- Helping the students to integrate a holistic, person-in-environment perspective of individuals, families, groups, organizations and communities with appropriate intervention

strategies.

- Exposing the students to a variety of populations and fields of practice.
- Providing a curriculum that assists the students to draw upon the strength of classroom experiences, field learning, service-learning, work, and education in the liberal arts.
- Helping students to begin the process of balancing their personal and professional lives, which includes the appropriate use of supervision.
- Developing within the students an identity with the profession of social work, including its ethical standards and concern for the common good.

Social Work Program Goals, Competencies and Expected Learning Outcomes

Program Goals

The goals of the Warren Wilson College Social Work Program are as follows:

1. To prepare practitioners for baccalaureate level generalist social work practice with diverse populations and multigenerational client systems of various sizes and types.
2. To prepare individuals to live in a global society who are committed to personal growth and contributing to the common good.
3. To foster the development of values and ethics related to the NASW Code of Ethics that guides professional social workers in their practice.
4. To prepare practitioners with a commitment to continuing their professional growth and development as a component of social work practice.
5. To prepare practitioners to practice effectively in the global, political, social, cultural, economic, physical/natural, spiritual and technological environments of the 21st century.

2015 Competencies and Observable Behaviors

<u>Competencies</u>	<u>Expected Learning Outcomes (AKA: observable behaviors)</u>
1. Demonstrate ethical professional behavior	1.1 Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
	1.2 Use self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
	1.3 Demonstrate professional demeanor in behavior, appearance, and oral,

	written, and electronic communication.
	1.4 Use technology ethically and appropriately to facilitate practice outcomes.
	1.5 Use supervision and consultation to guide professional judgment and behavior.
2 Engage diversity and difference in practice	2.1 Apply and communicate understanding of the importance of diversity and difference shaping life experiences in practice at the micro, mezzo, and macro levels.
	2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.
	2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3 Advance human rights and social, economic, and environmental justice	3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.
	3.2 Engage in practices that advance social, economic, and environmental justice.
4 Engage in practice-informed research and research-informed practice	4.1 Use practice experience and theory to inform scientific research.
	4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
	4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.
5 Engage in policy practice	5.1 Identify social policy and the local, state, and federal level that impacts well-being, service delivery, and access to social services.
	5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.
	5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6 Engage with individuals, families, groups, organizations, and communities	6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.
	6.2 Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies.
7 Assess individuals, families, groups, organizations, and communities	7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
	7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
	7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and

	constituencies.
	7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8 Intervene with individuals, families, groups, organizations, and communities	8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
	8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.
	8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
	8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
	8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.
9 Evaluate practice with individuals, families, groups, organizations, and communities	9.1 Select and use appropriate methods of evaluation of outcomes.
	9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
	9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
	9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Generalist Practice Perspective

The Warren Wilson College Social Work Program offers the baccalaureate degree in Social Work from a generalist social work practice perspective. Generalist practice at the baccalaureate level is defined as that which embraces the breadth of social work practice. The program utilizes the Association of Baccalaureate Program Directors (BPD) definition of generalist practice:

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

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

Discussed and advanced by the BPD *Social Work Continuum Committee* and approved by the *Board of Directors*, 2006.

Admission to the Social Work Major

Students may pursue admission to the Social Work Major in a two-steps process.

1. Declaration of a Major. Students who have been officially accepted as students at Warren Wilson College are eligible to declare Social Work as their major. Forms to declare Social Work as a major are located in the Registrar's Office. After declaring Social Work as a major, students are assigned a Social Work faculty advisor to assist in selecting course work related to the major and to the triad requirements.

2. Formal Admission to the Social Work Program. Students may apply for formal admission to the Social Work Program if they meet the following criteria:
 - a) An overall grade point average of 2.5 for all course work.
 - b) A grade of C or better in all courses taken in the Social Work major.
 - c) Completion of or current enrollment in the following:
 - SWK 2010 Introduction to Social Work
 - SWK 2020 Skills of Helping Others
 - SWK 2100 Global and Historical Contexts of Social Welfare
 - d) Declaration of Social Work as academic major with the Registrar's Office
 - e) Personal statement and writing sample
 - f) Demonstration of interest, ability, and potential for generalist social work practice.

Interest, ability and potential for generalist social work practice may be demonstrated in the following ways:

 - Adequate and appropriate interpersonal relationship and/or helping skills (includes both written and verbal communication skills).
 - Ability to resolve personal issues that could impair performance in the classroom or in the field.
 - No lying, cheating, or plagiarizing in course work or fieldwork.
 - Reasonable and appropriate attendance levels

- Ability to meet deadline dates on assignments and projects.
- Adherence to professional Social Work values and/or the NASW Code of Ethics.

Examples include:

- ⇒ Personal values are consistent with upholding the values of the profession.
- ⇒ Respect toward clients related to issues of Age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation
- ⇒ Confidentiality

Students meeting these criteria may submit an Application for Formal Admission to the Social Work Program. A copy of the Application for Formal Admission to the Social Work Program may be found in Appendix B of the Program Manual.

Following receipt of an application, an Admissions Committee, consisting of Warren Wilson College Social Work faculty and at least one member of the Warren Wilson College Social Work Advisory Board, will interview each applicant and make decisions regarding formal admission of students to the program. The Admissions Committee will make one of the following decisions related to each admission applicant:

1. Formal admission to the Social Work Program is granted.
2. Formal admission to the Social Work Program is deferred to a later date.
3. Formal admission to the Social Work major is denied.

Each applicant will be notified in writing of the Committee's decision, including rationale for the decision as appropriate. Students whose applications are deferred will be told what conditions must be met to attain formal admission and a time frame in which such conditions must be met. Students who are denied formal admission or do not meet the conditions within the time frame identified in their deferred application to the program may reapply at a later date. Students who reapply must provide evidence that the reasons for which admission was originally denied have been appropriately remedied. If a student has twice been denied admission to the program they are no longer eligible to apply for formal admission to the major.

Students must obtain formal admission to the Social Work Program prior to enrolling in SWK 3200, Social Work Practice with Individuals and Families.

Students who begin the social work major in their Junior year, and plan to complete the major in two years (4 semesters), are eligible for provisional admission during Term 2 and for formal admission during Term 4 of their Junior year. In both cases, midterm grades will be used to determine whether the student has met the admissions criteria of an overall grade point average of 2.5 and a grade of C or better in all coursework taken in the Social Work major.

Appeals Process

If a student believes that they have been treated unfairly during this application process, it is encouraged that the student approach the department chair to informally discuss the situation and determine if an acceptable solution may be found. If no such solution is forthcoming the student may appeal directly to the Vice President for Academic Affairs. This appeal must be made within two weeks of the departmental action that the student perceives to be unjust. The Vice President for Academic Affairs may meet with the student and committee members separately or jointly, or may rely on written information to address the appeal. The resolution of the appeal must come within two weeks of the date of the appeal. The Vice President for Academic Affairs is the final arbiter of any appeal.

Curriculum Requirements

The Social Work major is built on a liberal arts foundation which students achieve through completion of the college's general education requirements known as the Warren Wilson Triad Education Program integrating academics and applied learning. The Triad includes: the First Year Seminar, Writing Across the Curriculum, a distribution checklist of courses across the liberal arts disciplines, fulfillment of the community engagement commitment, and participation in the College's Work Program.

In advancing to the social work professional foundation, students take specific social work and related courses which include content in the following areas: social work values and ethics; diversity; social, economic and environmental justice; populations-at-risk; human behavior and the social environment; social welfare policy and services; social work practice; research; and

field education. Field education consists of a semester-long supervised social work internship in a community agency setting.

A Course Planning Guide and Sample Course Plans may be found in Appendices C and D.

Major Requirements

The requirements for the baccalaureate degree in Social Work major are as follows:

- I. Work: The weekly work requirement (participation in the field practicum fulfills the work requirement for the student's final semester)
- II. Community Engagement Commitment: PEGS 1, 2, 3, and 4
- III. Academics:
 - A. First Year Seminar (4 credits)
 - B. Writing Across the Curriculum (12 credits)
 - C. General Education
 1. Civic Identity Values (12 credits)
 - a. Environmental Responsibility
 - b. International Perspective
 - c. Social Justice
 - d. Service Learning
 2. Foundation Knowledge
 - a. Artistic Expression (4 credits)
 - b. Humanities (4 credits)
 - c. Natural Science (4 credits)
 - d. Quantitative Reasoning (4 credits)
 - e. Society and Human Behavior (4 credits)
 3. Writing Across the Curriculum (12 credits)
 - a. First Year Seminar
 - b. Writing/Research in the Liberal Arts
 - c. Writing/Research in the Major
 - d. Capstone Writing/Research

Social Work Major

The Social Work major requires completion of 58 credit hours, of which 12 credits may be applied toward the general education liberal arts components of the Triad Education Program.

The Social Work Major can be divided into three parts:

- 1) Social Work Liberal Arts Perspective
- 2) Social Work Practice Perspective
- 3) Social Work Field Education

The required courses for each of these areas are as follows:

1) Social Work Liberal Arts Perspective

- ✓ BIO 1090: Human Biology (Meets Natural Science Triad requirement)
- ✓ PSY 1000: Introduction to Psychology
OR SOC 1000: Introduction to Sociology (Meets Social Science Triad requirement)
- ✓ All other Triad Education requirements

2) Social Work Practice Perspective

- ✓ SWK 2010: Introduction to Social Work (2 credits, partially fulfills PEG 1 requirement)
- ✓ SWK 2020: Skills for Communication and Partnering (2 credits)
- ✓ SWK 2100: Resist. Reform. Revolt: Social Welfare History (4 credits, meets PEG 2)
- ✓ PSY2310: Research Methods in the Social Sciences (4 credits; meets WAC 2 requirement)
- ✓ SWK 3050: Cradle to Grave: Human Behavior and the Social Environment I: The Life Course (4 credits)
- ✓ SWK 3060: What We Do Here: Human Behavior in the Social Environment II: Social Contexts (4 credits)
- ✓ SWK 4100: Policy Advocacy for Social Change (4 credits, meets WAC 3 requirement)
- ✓ SWK 3200: Engaging the Change Process: Social Work Practice with Individuals and Families (4 credits)
- ✓ SWK 4200: Systemic Change Strategies: Social Work Practice Organizations and

Communities (4 credits)

3) Social Work Field Education

- ✓ SWK 4250: Orientation to Field Education (2 credits)
- ✓ SWK 4300: Field Education (12 credits, meets PEG 4 requirement)
- ✓ SWK 4350: Field Education Seminar (4 credits, meets WAC 4 requirement)

Social Work Elective Courses

Periodically, social work elective courses are offered in order to both enhance social work majors' understanding of the social work profession and to attract non-social work majors into courses offered by the department. Through this mix of students we believe that a richer dialogue and exploration of the subjects can be achieved. Recent elective courses have included:
SWK 2910: Changing the World: International Social Service and Social Work

SWK 2950: The "Art" of Art Therapy

SWK 2300: Advocacy from the Ground Up

SWK 3779: Isolation and Innovation in Cuba

Course Descriptions

SWK 2010 Introduction to Social Work 2 credits

This course serves as an introduction to the profession and practice of the social work profession. The concept of generalist practice at the baccalaureate level will be introduced. Basic skills required of all social workers, values, and ethics of the profession, and various types of social work practice environments will be explored. The importance of social work practice that is sensitive to issues of diversity, including race, ethnicity, gender, sexual orientation, and class will be examined. Students will have the opportunity to consider the profession of social work through guest speakers, readings, and community engagement.

SWK 2020 Skills for Communication and Partnership 2 credits

This course is designed to assist students in developing skills in building helping relationships, problem solving processes, and both verbal and non-verbal communication. Listening skills and empathetic communication will be emphasized. Creates a foundation for further course work in social work practice or other disciplines that use primarily verbal communication to enhance problem solving.

SWK 2100 Resist. Reform. Revolt.: History of Social Welfare 4 credits

This course examines the social welfare system in the United States from historical and contemporary global perspectives. Course content includes theories about poverty; the historical roots of societal values and beliefs that have influenced the development of today's welfare system and profession of social work; and major welfare policies and services in the US today. Comparisons are made between these current policies and services, as well as the social work profession in the US and other countries and regions around the world. Students complete PEG 2 community engagement related to local social welfare.

SWK 2910 Changing the World: International Social Service 2 credits

In this course students explore the international context of social service. Students learn approaches to social services from the various lenses of different cultures and regions of the world, focusing on the policies and practices of social development and social welfare. Students examine the history, nature, value, and challenges of international social service in relation to specific countries, regions, service organizations/agencies, and current events.

SWK 3050 From Cradle to Grave: Human Behavior and the Social Environment I: The Life Course 4 credits

This course explores human development across the life course with emphasis on the biological, psychological, social, cultural, and spiritual dimensions. Students study the concept of generalist social work from an ecological systems perspective that emphasizes the intersecting dynamics of humans with their environments. Consideration is given to the impact of human diversity, discrimination and oppression on the individual's ability to reach or maintain optimal health and well-being across the life course. Students engage in a semester-long community engagement experience in which they explore life-course issues and reflect on a multigenerational perspective.

Prerequisites: BIO 1090: Human Biology and either PSY 1000: Introduction to Psychology or SOC 1000: Introduction to Sociology

SWK 3060 What We Do Here: Human Behavior and the Social Environment II: Theories of Social Context 4 credits

This is an exploration of social work from an ecological and social systems perspective to understand family, group, organization, and community systems. As a class group, students complete community engagement at a local human services agency. Special attention is given to the impact of human diversity, discrimination, and oppression in the contexts of families, groups, organizations, and community on individuals' and systems' abilities to reach or maintain optimal health, well-being, functioning, and change.

Prerequisite: SWK 3050 Cradle to Grave: Human Behavior and the Social Environment I: The Life Course or permission of the instructor

SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families

4 credits

This course focuses on the development of social work values, knowledge and skills in generalist social work practice with individuals and families. An ecological systems perspective is used to explore issues of diversity, discrimination, oppression and privilege in relation to assessment, problem-solving, intervention and evaluation in practice. Through 15 hours of service learning in which they work closely with individuals, families and/or small groups, students identify and reflect on their strengths and challenge areas in relation to interpersonal, micro practice skills, knowledge and values.

Prerequisites: Formal Admission to the Social Work Major; and SWK 2020 Skills for Communication and Partnering; and SWK 3050: From Cradle to Grave: Human Behavior and the Social Environment I: The Life Course or permission of the instructor

SWK 4100 Policy Advocacy for Social Change

4 credits

This course continues the exploration of social work knowledge and skills initiated in SWK 210 regarding social welfare policies and services. Students learn to analyze current social policy within the context of historical and contemporary factors that shape policy. Content is presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice. Contemporary social welfare programs and policies in the US are examined in a global context.

Prerequisite: SWK 3200: Engaging the Change Process: Social Work Practice with Individuals and Families

SWK 4200 Systemic Change Strategies: Social Work Practice with Organizations and Communities

4 credits

This course focuses on social work methods relevant for practice with macro systems through investigating theory and learning, and practicing skills and techniques that help to effect change, solve problems, and enhance social functioning. This course includes content on macro practice contexts (i.e. communities and neighborhoods, and organizations) and the components of an effective change process (i.e. building power, planning, mobilizing human resources, securing financial resources, marketing and public relations, developing organizations, taking action, and evaluating change.) Students participate in an engaged learning process by providing service to a community-based human services agency. Issues of race, class, gender, age, environment, sexual orientation, globalization, oppression, and privilege are explored within the context of generalist social work practice.

Prerequisite: SWK 3200: Engaging the Change Process: Social Work Practice with Individuals and Families

SWK 4250 Orientation to Field Education

2 credits

This course prepares students for the block field education placement. Students review of knowledge, skills, and social work values related to generalist social work practice in a field agency setting. Students develop a professional portfolio that includes resume, reference letters,

Additional Recommended Courses and Majors/Minors

The social work faculty encourages students to pursue a wide range of coursework outside of the social work major to enhance their academic experience. If the faculty were to list every course that the social work faculty believe would be of value to a social work major, the list would include every course in the Warren Wilson College catalog. However, in the past, social work students have found the following majors and minors particularly beneficial to consider as a double major or minor along with the social work major:

- Business/Economics
- Education
- Global Studies
- History/Political Science
- Outdoor Leadership
- Psychology
- Interfaith Leadership
- Gender and Women's Studies
- Sustainable Agriculture

Transfer of Credit Policy

The policy for transfer of credit for courses pertaining to the Liberal Arts Education Program is determined by the College Registrar based on the transfer admission policy contained in the *Warren Wilson College Catalog*, [Section 1.04.10](#) (last paragraph)

In general, credits may be accepted into the Social Work Liberal Arts Perspective core upon the following conditions:

- 1) The credits must have been earned at a regionally accredited institution.
- 2) The grade for the requested transfer of credit must be a C or higher.
- 3) A review of course content (e.g., college/university catalog, course syllabi) indicates the content is relevant in both quantity and quality to Warren Wilson College course content for which transfer of credits is requested.

Transfer of credit for courses in the Social Work Professional Foundation core will be considered under the following conditions:

- 1) The credits must be evaluated and accepted by the College Registrar;

- 2) The credits must have been earned in a social work program accredited or granted candidacy status by the Council on Social Work Education.
- 2) The grade for the requested transfer of credit must be a C or higher.
- 3) A review of course content (e.g., college/university catalog, course syllabi) indicates the content is relevant in both quantity and quality to Warren Wilson College course content for which transfer of credits is requested.

In accordance with the Council on Social Work Education standards for accreditation, academic credit for life experience and previous work experience will not be granted in the Social Work major.

Student Advising

Students are assigned a Social Work faculty advisor upon declaring Social Work as a major. Because of the sequencing process in moving through the major, students are encouraged to begin meeting with their advisors as early as possible in the Social Work educational process. Students are required to schedule meetings with their advisors prior to registration each semester. The purpose of student advising includes the following: to monitor student progress in the major; to develop future course plans; to address issues of concern; and to offer ongoing support and guidance in preparation for entering the Social Work profession.

NASW Code of Ethics

All social work students are required to be knowledgeable of and to uphold professional social work values and ethics in accordance with the National Association of Social Workers (NASW) Code of Ethics. The [Code of Ethics](#) is available from the Social Work Department or online.

Student Assistance Policy

The Social Work Program strives to be supportive of its students as future professional practitioners. As well, the Program is responsible for gate-keeping the profession of social work by ensuring that those students graduating from the program meet the NASW ethical and professional standards. As future social workers, it is crucial that one develop a balance between meeting professional responsibilities and good self-care. If the Social Work faculty become aware of or suspect that non-academic personal problems are significantly impairing or impeding

a student's ability to carry out their professional responsibilities or to effectively help clients, the Social Work faculty will take a proactive and supportive stance in assisting the student toward a more balanced program of self-care.

Procedures:

With different presenting issues, different procedural steps may be involved. The Social Work faculty may choose to respond with the following options:

1. Make referrals to an on-campus resources, such as:
 - Counseling Center
 - Health Center
 - Dean of Students
 - Chaplain to Students
 - Academic Support Services
 - WIDE
 - Center for Gender & Relationships
 - International Student Services
 - Office of Residence Life

 2. Make referrals to off-campus resources, such as:
 - Counseling
 - Psychiatric evaluation and/or treatment
 - Drug/alcohol assessment and/or treatment
 - Support groups
 - Legal services
 - Medical services

 3. Encourage student to request in writing the assistance they are seeking from faculty and work crew supervisors regarding their performance as it is affected by their current circumstances.

 4. Consult student's academic advisor, work crew supervisor, and/or residence hall director about the student's situation.

 5. Require that the student document on-going self-care for a period of time, to be determined by the faculty, in order for the student to be allowed continuance or admission to the Program or to Field.
- NOTE: In the case of a referral for counseling (or other relevant treatment), the student may be asked to sign a "release of information" form to allow the faculty to consult with the counselor regarding the student's readiness to move forward in the program (see Appendices F and G).
6. Other options may be chosen besides those listed here.

Confidentiality Statement

All information relating to a student's circumstances will be treated confidentially by the Social Work faculty. Professional consultation among the Social Work faculty regarding student circumstances will be conducted with confidentiality as well.

Policy on Termination from the Social Work Major

Being formally admitted to the Social Work Program and/or admitted to the Field Education Program does not guarantee continuance as a Social Work major. A student's participation in the Social Work major may be terminated when there is reason to believe the student's performance is indicative of non-compatibility with the profession of Social Work. The decision to terminate a student's participation in the major is a serious one, made collectively by the Social Work Admissions Committee. Some of the reasons for which termination may be considered include the following:

- Failure to maintain an overall quality points average of 2.5 and a grade of C or higher in all courses in the Social Work major.
- Persistent inadequate or inappropriate interpersonal relationship and/or helping skills (includes both written and verbal communication skills).
- Lack of adherence to professional Social Work values and/or the NASW Code of Ethics.
Examples:
 - ⇒ Personal values consistently interfere with upholding the values of the profession.
 - ⇒ Lack of respect toward clients related to issues of race, ethnicity, gender, sexual orientation, class, age, disability, religion, etc.
 - ⇒ Sexual/romantic involvement with clients.
 - ⇒ Confidentiality violations.
- Unresolved personal issues that impair performance in the classroom or in the field.
- Unresolved personal issues that significantly impair or impede the student's ability to carry out professional responsibilities or effectively help clients.
- Substance abuse.
- Criminal conviction (students are expected to inform the Program Director of any criminal convictions).
- Lying, cheating, or plagiarizing in course work or fieldwork.
- Persistent inadequate performance of assigned field activities.

- Excessive absenteeism.
- Persistent inability to meet deadline dates on assignments and projects.

The Social Work faculty will convene to address issues of concern related to a student's continuance in the Program. The student will be notified in writing of concerns to be addressed in a meeting of the student and Social Work faculty, and will be invited to address the faculty during the meeting. Dependent upon the findings of the Social Work faculty, outcome decisions can include the following:

- a) Continuance in the Program.
- b) Provisional Continuance in the Program. Continuance is permitted provided specific criteria are met within a specified time frame. The criteria will be specified in writing and a follow-up hearing will be scheduled to consider whether the criteria have been met. The student will be encouraged to work closely with their advisor in meeting the criteria for continuance.
- c) Termination from the Social Work major. The student will be encouraged to seek counseling from the Career Services Center and/or the College Counseling Center in order to consider other possible academic majors and career options.

The student will be notified in writing of the faculty's decision including rationale for the decision and/or criteria to be met as a condition of continuance.

Appeals Process

Students who believe the Social Work faculty's decision was made in error may enter a formal appeals process. To appeal a faculty decision, a student must submit a written statement to the Program Director within 10 days of the date of the letter of notification from the faculty. The statement must specify reasons for disagreement with the decision and rationale for considering a different decision. The Social Work faculty will then convene within 10 days of receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the faculty. The Social Work faculty will render in writing a follow-up decision, which may include a revised decision or continuation of the original decision. If the student believes the Social Work faculty's appeal decision was made in error, a written statement of appeal may be submitted to the Vice President of Academic Affairs whose decision in the matter shall be final.

Social Work Advisory Board

The policies and practices of the Warren Wilson College Social Work Program are developed with assistance from the Social Work Advisory Board. The Advisory Board is composed of a mixture of Warren Wilson College faculty, staff and social work students as well as professionals in the social service arena in the greater Asheville area. Members generally agree to serve a three year term on the Board. A complete listing of current Advisory Board members is available upon request. The By-laws and Mission Statement for the Social Work Advisory Board may be found in Appendix F.

Elizabeth Klein Social Work Award

The Elizabeth Klein Social Work Award is presented annually at the end-of-year Social Work Graduation Brunch. All rising senior Social Work majors are considered for the award. Social Work faculty members collectively select the recipient. Criteria for the award include the following: academic achievement, and creative activities on campus and in the larger community which reflect a high degree of concern for human dignity, good will, and understanding among people of diverse backgrounds. The award includes a plaque and a scholarship.

Jacksie Chatlass Award Honoring Joan Bebee

The Jacksie Chatlass Award Honoring Joan Bebee is awarded annually in the Fall semester to seniors preparing to enter field practicum. As a student at Warren Wilson College, Jacksie Chatlass was impressed by faculty member Joan Bebee who encouraged her to pursue her MSW. Jacksie chose to honor Joan Bebee's enduring commitment to her students by creating this scholarship for social work majors. All senior Social Work majors are invited to apply for the award. Annually, Social Work faculty members collectively select up to three applicants of the scholarship which will go towards transportation costs in field practicum. Criteria for the award include: academic achievement, interest in pursuing an MSW, and demonstrated financial need.

Social Work Program Nondiscrimination Policy

The Warren Wilson College Social Work Program does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, gender, age, marital status, disability, or sexual orientation.

Title IX Mandatory Reporting

Warren Wilson College is a community that respects the dignity of its members. The College is committed to maintaining a positive learning and working environment where diversity is honored and individuals are treated with respect. This includes classroom spaces, residence life, engaging with community partners, and in field practicum. Due to Title IX requirements, all faculty and staff are required to report ANY knowledge of sexual harassment, sexual assault, relationship violence, stalking, or hate crimes related to sex, sexual orientation and/or gender. If you do not wish to have a report made, but do need to talk with someone about an incident that occurred involving sexual and/or relationship violence you can contact the following confidential resources:

- WWC Counseling Center
- WWC Title IX Officer
- Shannon Spencer – WWC Chaplain
- Asheville's Our Voice 24 hour crisis line 828-255-7576
- CGR Hotline – 828-337-3264

Social Work Faculty Roster

The members of the Social Work faculty and contact numbers for reaching them are as follows:

Warren Wilson College: Main Phone Number: 828-771-2000

Sarah Himmelheber, MSW, LCSW, PhD

Social Work Professor and Director of Field Education

Office: Boon Hall 213; tel. 828-771-3921

e-mail: shimmelheber@warren-wilson.edu

Lucy A. Lawrence, MSW, PhD

Social Work Professor and Program Director

Office: Boon Hall 215; tel. 828-771-3708

e-mail: llawrence@warren-wilson.edu

APPENDICES

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**APPENDIX A
APPLICATION FOR FORMAL ADMISSION TO THE SOCIAL WORK MAJOR**

Application Cover Sheet

NAME: _____ **Date:** _____

I am applying for formal admission to the Warren Wilson College Social Work major. To the best of my knowledge, I meet the following criteria:

- An overall quality point average of 2.5 for all coursework
- A grade of C or better in all courses taken in the social work major
- Completion of or current enrollment in the following courses:
SWK 2010: Introduction to Social Work
SWK 2020: Skills for Communication and Partnering
SWK 2100: Resist. Reform. Revolt.: History of Social Welfare
- Declared Social Work as my academic major with the Registrar's Office

This application for formal acceptance into the social work major is my indication that I anticipate participating in the social work field practicum program. I also understand that an interview with me may be held to determine formal admission into the practicum.

Signature: _____ Date: _____

Application Checklist:

___ Application cover sheet

___ Academic transcript (unofficial)

___ Personal statement

___ Two (2) completed reference forms (emailed directly from the recommenders to the Social Work Program Director)

All materials must be submitted to the student's Formal Admission to the Major Google Drive by the Friday of Week 7, Fall Semester.

Personal Statement for Application to the Social Work Major

This statement serves three purposes. First, it should demonstrate the student's ability to apply basic social work concepts and values to their own life experiences. Second, this statement should articulate the student's understanding of the social work profession. Third, it will serve as a writing sample, to be evaluated for professional writing competence.

This statement should be approximately five (5) pages in length, double-spaced with one-inch margins and include page numbers. Please use APA formatting and citations. The paper will be your own work with attention to spelling and grammar. You are strongly encouraged to work with the Writing Studio on drafts of your personal statement. The entire application will become part of your social work education file.

The personal statement has four parts. Please respond to each section offering social work concepts, which you illustrate using *specific examples* from your life, work, or service experiences. In other words, balance your knowledge of social work concepts with a picture of who you are and what you believe.

I. KNOWLEDGE OF SELF (1 page)

Using specific examples, explain how the following points relate to you and your life experience: Non-judgmental acceptance, self-determination, and confidentiality.

II. UNDERSTANDING PRINCIPLES OF EMPOWERMENT (1 page)

Discuss the major tenets of this social work concept. How does empowerment of self and others relate to who you are and your beliefs about social work or your chosen career?

III. SOCIAL WORK VALUES (1 page)

Describe two important personal values you possess and explain how these values relate to the values and ethics of the profession of social work. Please refer to the [NASW Code of Ethics](#).

IV. COMMITMENT TO DIVERSITY (1 page)

Explicitly discuss your experiences and commitment to diversity, human rights, equity, and inclusion—at Warren Wilson College, in the community, and in the broader society.

V. SOCIAL WORK CAREER (1 page)

Explain your reasons for selecting social work as your career. What strengths do you bring to this profession? What are your limitations? What are your plans for developing professional competencies through the WWC social work program?

Reference Form for Admission to the Warren Wilson College Social Work Major

To the Recommender:

The undergraduate Social Work Program at Warren Wilson College places heavy academic and emotional demands upon students. Individuals selected for admission to the Social Work Program must be able to fulfill the rigorous academic requirements of the professional curriculum, and must possess personal qualifications considered essential to the competent professional practice of social work. Please share your honest impressions and assessments of the applicant in terms of their capacity for academic success in the Social Work Program. Rate the applicant in terms of the qualities listed below. Each item is ranked on a scale of 1 to 5, with 1 = “Very Low” and 5 = “Very High”. Please check only one (1) answer for each item. If you feel you do not have enough information to answer, feel free to check “Don’t Know”.

	Very low-----Very high						
	1	2	3	4	5	Don't Know	Comments
1. Openness to learning and capacity for change							
2. Work or study habits demonstrate discipline, responsibility, and productivity							
3. Ability to relate well to others							
4. Ability to express themselves clearly and effectively in written format							
5. Ability to express themselves clearly and effectively in verbal format							
6. Ability to understand concepts and apply them effectively							
7. Sensitivity to current social problems and issues							
8. Sensitivity to the needs of others							
9. Openness and commitment to cultural diversity							
10. Emotional stability and maturity							
11. Capacity for self evaluation and correction							
12. Commitment to social work values and ethics							
13. Integrity as a person							

Please comment on the applicant’s strengths and challenges as appropriate (please include additional pages if necessary)

_____ Recommend without reservation

_____ Recommend with reservation (explanation) _____

_____ Do not recommend (explanation) _____

Signature of Recommender _____ Date _____

Address _____

Position/Title _____ Organization _____

Daytime telephone _____ Email _____

Type and length of relationship with applicant _____

**Please email your completed recommendation form to Social Work Program Director
Dr. Lucy Lawrence:
llawrence@warren-wilson.edu**

Thank you for your cooperation.

APPENDIX B

Social Work Major Planning Sheet

A grade of C or better is required for courses counting toward fulfillment of the major.

An overall GPA of **2.5** is required.

Required completion of formal application to the social work major

Major requires a minimum of **58** credit hours

= Completed

Liberal Arts Perspective:

<input checked="" type="checkbox"/>	Courses	Credits	Semester Completed	Grade
	BIO 1090: Human Biology (Δ Natural Science)	4		
	PSY 1000: Introduction to Psychology (Δ Society and Human Behavior) OR SOC 1000: Introduction to Sociology (Δ Society and Human Behavior & CIV: Social Justice)	4		

Practice Perspective:

<input checked="" type="checkbox"/>	Courses	Credits	Semester Completed	Grade
	PSY 2310: Research Methods in Social Science <i>Prerequisite: MAT 1410 Statistics and SOC 1000 Introduction to Sociology or PSY 1000 Introduction to Psychology or permission of instructor</i>	4		
	SWK 2010: Introduction to Social Work (Partially satisfies Δ CIV: Social Justice)	2		
	SWK 2020: Skills for Communication & Partnering	2		
	SWK 2100: Resist, Reform, Revolt: History of Social Welfare (Δ WAC 2: Writing and Research in the Liberal Arts & CIV: Social Justice)	4		
	SWK 3050: From Cradle to Grave: Human Behavior and the Social Environment I: The Life Course (Δ CIV: Social Justice) <i>Prerequisites: BIO 1090 Human Biology and either PSY 1000 Introduction to Psychology or SOC 1000 Introduction to Sociology</i>	4		

	SWK 3060: What We Do Here: Human Behavior and the Social Environment II: Social Contexts (Δ CIV: Social Justice) <i>Prerequisites: SWK 3050 From Cradle to Grave: Human Behavior and the Social Environment I The Life Course or permission of the instructor</i>	4		
	SWK 3200: Engaging the Change Process: Social Work Practice I: Individuals and Families <i>Prerequisites: Admission to Social Work major; SWK 3050 From Cradle to Grave: Human Behavior and the Social Environment I The Life Course</i>	4		
	SWK 4100: Policy Advocacy for Social Change (Δ WAC 3) <i>Prerequisites: SWK 3200 Engaging the Change Process: Social Work Practice I: Individuals and Families</i>	4		
	SWK 4200: Systemic Change Strategies: Social Work Practice II: Groups, Organizations and Communities <i>Prerequisite: SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families</i>	4		

Field Education:

<input checked="" type="checkbox"/>	Courses	Credits	Semester Completed	Grade
	SWK 4250: Orientation to Field Education <i>Prerequisite: SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families</i>	2		
	SWK 4300: Field Education Practicum <i>Corequisite: Must be taken concurrently with SWK 4350 Field Education Seminar. Prerequisites: SWK 4250 Orientation to Field Education and formal admission to Field Education (see Field Education Manual)</i>	12		
	SWK 4350: Field Education Seminar (Δ WAC 4: Capstone Writing and Research) <i>Corequisite: Must be taken concurrently with SWK 4300 Field Education Practicum</i>	4		

SOCIAL WORK COURSE PLANNING SHEET

The Social Work Major requires completion of 58 credit hours. All required Social Work courses are offered annually. A minimum grade of C is required in all courses counting toward the major.

<u>Required Social Work Courses</u>	<u>Grade</u>	<u>Credits</u>	<u>Prerequisites</u>
___ SWK 2010: Intro to Social Work (Terms 1 & 3)	___	2	none
___ SWK 2020: Skills of Communication & Partnering (Terms 2 & 4)	___	2	none
___ SWK 2100: Global/Historical Perspectives (spring)	___	4	none
___ SWK 3050: Life Course/Human Behavior (fall)	___	4	BIO 1090; PSY/SOC 1000
___ SWK 3060: Social Contexts/Human Behavior (spring)	___	4	SWK 3050 or permission
___ SWK 3200: Practice/Individuals & Families (spring)	___	4	Formal Admission Major
___ SWK 4100: Social Welfare Policy & Services (fall)	___	4	SWK 2100 (and senior standing)
___ SWK 4200: Practice/Groups, Org, Com. (fall)	___	4	SWK 3200 or permission
___ SWK 4250: Orientation to Field Education (fall)	___	2	SWK 3200 and Formal Admission to SWK Major
___ SWK 4300: Field Education (spring)	___	12	Formal Admission to Field
___ SWK 4350: Field Education Seminar (spring)	___	4	Taken concurrently with SWK 4300

<u>Required Non-Social Work Courses</u>	<u>Grade</u>	<u>Credits</u>	<u>Prereq's</u>	<u>General Education</u>
___ PSY 1000: Introduction to Psychology				
___ OR SOC 1000: Introduction to Sociology	___	4	none	Social Science
___ BIO 1090: Human Biology	___	4	none	Natural Science
___ PSY 2310: Research Methods in Soc. Sci.	___	4	MAT 1415 & MAT 1416	WAC 2

YEAR

YEARS				
S FALL				
Fall				
Spring SSPRI NG				

APPENDIX C

RECOMMENDED COURSE PLANS

We recommend students take the additional requirements according to the following schedule:

Recommended Course Plan for Students Completing the Major in 3 or 4 Years:

	Freshman or Sophomore Year	Junior Year¹	Senior Year
Fall	SWK 2010: Intro to Social Work (2 cr) SWK 2020: Skills for Communication and Partnering (2 cr) PSY/SOC 1000 Intro to Psychology Sociology (4 cr)	SWK 3050: Cradle to Grave (4 cr) PSY 2310 Research Methods in the Social Sciences (4 cr)	SWK 4250: Orientation to Field Ed (2 cr) SWK 4200: Systemic Change Strategies (4 cr) SWK 3100: Policy Advocacy for Social Change (4 cr)
Spring	SWK 2100: Resist. Reform. Revolt (4 cr) BIO 1090 Human Biology (4 cr) MAT 1415 Applied Statistics I (2 cr) MAT 1416 Applied Statistics II (2 cr)	SWK 3060: What We Do Here (4 cr) SWK 3200: Engaging the Change Process (4 cr)	SWK 4300: Field Education (12 credits) SWK 4350: Field Education Seminar (4 cr)

Recommended Course Plan for Students Completing the Major in 2 Years:

	Junior Year	Senior Year
Fall	SWK 2010: Intro to Social Work (2 cr) SWK 2020: Skills Communicating and Partnering (2 cr) SWK 3050: Cradle to Grave (4 cr) BIO 1090: Human Biology (4 cr) PSY/SOC 1000: Intro to Psychology or Sociology (4 cr)	SWK 4100: Policy Advocacy for Social Change (4 cr) SWK 4250: Orientation to Field Education (2 cr) SWK 4200: Practice w/ Groups, Orgs, Communities (4 cr) PSY 2310: Research Methods (4 cr)
Spring	SWK 2100: Resist. Reform. Revolt. (4 cr) SWK 3060: What We Do Here (4 cr) SWK 3200: Engaging the Change Process (4 cr) MAT 1415: Applied Statistics I (2 cr)	SWK 430: Field Internship (12 cr) SWK 435: Field Seminar (4 cr)

¹ NOTE: Students intending to spend a junior year abroad should plan ahead with their academic advisor in order to accommodate course sequencing. It is strongly recommended that students plan to study abroad the spring of their sophomore or fall of their junior year.

APPENDIX D

WARREN WILSON COLLEGE SOCIAL WORK PROGRAM ADVISORY BOARD MISSION STATEMENT

The Social Work Program Advisory Board serves to provide practical community-based input to the Warren Wilson College social work program, ensuring its relevance and effectiveness in training students for generalist social work practice.

The Board will meet its charge by:

1. Program Overview

The Advisory Board will oversee and provide input regarding the general direction and “big picture” of the program.

2. Reviewing Student Applications for Admission to the Major

Due to the expertise brought to the Advisory Board by current social work practitioners, the members of the board will participate in the student admissions process. Each application for admission to the major will be reviewed by the social work faculty and at least one (1) Advisory Board member.

3. Reviewing the Program

In order to prepare students for generalist social work practice, Advisory Board members are invited and encouraged to review both current and new courses as well as to make suggestions on curriculum content to ensure relevancy to the “world of work.” In addition, the Advisory Board will review the Program’s integration of work and service into the curriculum.

4. Participating in Ongoing Fieldwork Placement Review

The Advisory Board will solicit feedback from field instructors to assess how well the students are being prepared for the field experience. This feedback would include strengths and weaknesses of the students’ knowledge base as demonstrated in the field, as well as by their ability to adapt to the professional needs of the field placement.

5. Reviewing Educational Outcomes

The Advisory Board will periodically review the results of course evaluations and other outcomes measurement tools utilized by the program, such as alumni surveys, in order to make recommendations to the program.

APPENDIX D continued

**WARREN WILSON COLLEGE SOCIAL WORK PROGRAM
ADVISORY BOARD BY-LAWS**

Approved MAY 2001

Article I – Name

The name of the organization is the Warren Wilson College Social Work Advisory Board.

Article II – Purpose

The chart of the Social Work Advisory Board is to 1) provide input regarding the general overview of the program, 2) review student application to the social work major, 3) review program curriculum, 4) participate in ongoing field internship review, and 5) review educational outcomes.

Article III – Membership

The Social Work Advisory Board membership consists of past and present Warren Wilson College field instructors, alumni, agency practitioners, students, and liaisons from the campus community.

Recommendations for board members are welcome from the Board and community members and appointment practices strive to reflect diversity and fairness in representation. Specifically, board members should come from varied micro and macro settings who offer services to a diverse population in Western North Carolina.

Board terms are for three years.

Article IV – Officers

The Social Work Program Director will serve as the convener of the Advisory Board and, in consultation with social work faculty and board members, chooses new members based on nominations from the board.

Article V – Meetings

There will be three meetings per academic year: one in the Fall, one in the Winter, and one in the Spring.

APPENDIX E

RELEASE OF INFORMATION FORM

Warren Wilson College Social Work Program

I, _____, agree that the following individuals may
Student's Name

share information about my personal situation as it pertains to my ability to succeed in the Social Work Program at Warren Wilson College. I understand that I may withdraw this release at any time. This release is effective until 1 year from the date signed below.

Specifically, I agree to the following:

1. Name(s) of Individual(s) Permitted to Release Information:

2. Name(s) of Individual(s) Permitted to Obtain Information:

3. Specific Information to be Released/Obtained:

Student's Signature

Date*

*NOTE: This Release of Information Form expires exactly 1 year from the date indicated here

**APPENDIX F
EVALUATION OF STUDENT READINESS FOR CONTINUANCE IN THE SOCIAL
WORK PROGRAM**

Warren Wilson College Social Work Program

To Whom It May Concern:

It is my professional opinion that the following student, _____,
has sufficiently resolved personal issues that were impairing or impeding the student's ability to
perform in the classroom or in the field, or to carry out professional responsibilities or effectively
help clients.

I am confident in recommending this student be allowed continuance in the Social Work
Program.

Professional's Name (printed)

Signature _____

Date _____