

# Loma Linda University

Doctor of Social Work Program

Self-Study Report  
2025 Accreditation Standards

Primary Contact  
Beverly Buckles



LOMA LINDA UNIVERSITY

---

School of Behavioral Health

Volume 1  
Submitted to the Council on Social Work Education  
December 1, 2025



COUNCIL ON SOCIAL WORK EDUCATION

**Board of Accreditation (BOA)**  
**Department of Social Work Accreditation (DOSWA)**

**2025 Accreditation Standards for Practice Doctorate Social Work Programs**  
**Reaffirmation/Initial Accreditation Self-Study | Volume 1**  
*for Practice Doctorate Social Work Programs*  
version 6.2025



LOMA LINDA UNIVERSITY

School of Behavioral Health

*Department of Social Work & Social Ecology*

<b>Date Submitted:</b>	12/01/2025
------------------------	------------

**Institution Information**

<b>Name of Educational Institution:</b>	Loma Linda University
<b>Program State, District, or Territory:</b>	California
<b>Institution's President/Chancellor:</b>	Richard Hart, MD, DrPH President
<b>President/Chancellor's Contact Information:</b>	909-558-4540 <a href="mailto:rhart@llu.edu">rhart@llu.edu</a>

**Program Information**

<b>Name of Social Work Program:</b>	DSW Program
<b>Review Type:</b>	<input type="checkbox"/> Reaffirmation <input checked="" type="checkbox"/> Initial Accreditation

<b>Title of Degree Awarded:</b> <i>Must be consistent with transcripts.</i>	DSW
<b>Program Website:</b>	<a href="https://behavioralhealth.llu.edu/academics/social-work-and-social-ecology/doctor-social-work-dsw-online">https://behavioralhealth.llu.edu/academics/social-work-and-social-ecology/doctor-social-work-dsw-online</a>
<b>Program's Primary Contact:</b> <i>Must match CSWE records; review <a href="#">Directory of Accredited Programs</a> for accuracy.</i>	Beverly Buckles, DSW Dean, School of Behavioral Health Chair, Department of Social Work and Social Ecology
<b>Primary Contact's Information:</b>	909-379-7572 <a href="mailto:bbuckles@llu.edu">bbuckles@llu.edu</a>

## Program Options

Definitions located in policy [4.9 Program Changes](#).

<b># of Program Options</b>	<b>Location or Delivery Method</b>	<b>Program Option Type</b> <i>(check one per row)</i>	<b>Percentage of the Curriculum Delivered Online</b> <i>(check one per row)</i>	<b>Number of Students Enrolled</b>
1	Online	<b>In-person / Face-to-Face / Traditional:</b> <input type="checkbox"/> Main / Primary Campus <input type="checkbox"/> Branch / Satellite Campus  <b>Distance Education:</b> <input checked="" type="checkbox"/> Online <input type="checkbox"/> Broadcast Site <input type="checkbox"/> Correspondence	<input type="checkbox"/> 50% or less <input checked="" type="checkbox"/> More than 50%	23
<b>Total number of students enrolled in all program options:</b>				23

# Table of Contents

<b>Institution Information</b> .....	<b>2</b>
<b>Program Information</b> .....	<b>2</b>
Program Options .....	3
<b>Program Mission</b> .....	<b>6</b>
Accreditation Standard D1.0.1:.....	6
Accreditation Standard D1.0.2:.....	13
<b>Antiracism, Diversity, Equity, and Inclusion (A DEI)</b> .....	<b>17</b>
Accreditation Standard D2.0.1:.....	17
Accreditation Standard D2.0.2:.....	27
<b>Explicit Curriculum</b> .....	<b>37</b>
Accreditation Standard D3.0.1:.....	37
Accreditation Standard D3.0.2:.....	88
Accreditation Standard D3.0.3:.....	93
<b>Implicit Curriculum: Student Development; Admission; Advisement, Mentorship, Retention, and Termination; and Student Participation</b> .....	<b>98</b>
Accreditation Standard D4.0.1:.....	98
Accreditation Standard D4.0.2:.....	102
Accreditation Standard D4.0.3:.....	108
Accreditation Standard D4.0.4:.....	109
Accreditation Standard D4.0.5:.....	110
Accreditation Standard D4.0.6:.....	113
Accreditation Standard D4.0.7:.....	115
Accreditation Standard D4.0.8:.....	134
<b>Implicit Curriculum: Faculty</b> .....	<b>138</b>
Accreditation Standard D4.1.1:.....	138
Accreditation Standard D4.1.2:.....	160
<b>Implicit Curriculum: Administrative and Governance Structure</b> .....	<b>166</b>
Accreditation Standard D4.2.1:.....	166
Accreditation Standard D4.2.2:.....	168
Accreditation Standard D4.2.3:.....	170
Accreditation Standard D4.2.4(a): .....	191
Accreditation Standard D4.2.4(b): .....	193
Accreditation Standard D4.2.4(c): .....	198

<b>Implicit Curriculum: Resources.....</b>	<b>210</b>
Accreditation Standard D4.3.1:.....	210
Accreditation Standard D4.3.2:.....	213
Accreditation Standard D4.3.3:.....	216
Accreditation Standard D4.3.4:.....	222
Accreditation Standard D4.3.5:.....	226
<b>Assessment.....</b>	<b>229</b>
<i>Core Expertise and Skills Assessment</i> .....	229
Accreditation Standard D5.0.1(a): .....	229
Accreditation Standard D5.0.1(b): .....	255
Accreditation Standard D5.0.1(c): .....	268
Accreditation Standard D5.0.1(d): .....	272
<i>ADEI Assessment</i> .....	277
Accreditation Standard D5.0.2(a): .....	277
Accreditation Standard D5.0.2(b): .....	290
<i>Program Outcomes</i> .....	304
Accreditation Standard D5.0.3:.....	304
<i>Student Feedback</i> .....	307
Accreditation Standard D5.0.4(a): .....	307
Accreditation Standard D5.0.4(b): .....	322

**Separate Document Submissions:**

Volume 2: Course Syllabi for Required Courses Identified on Curriculum Matrix(ices)  
Volume 3: DSW Student Handbook

## Program Mission

**Accreditation Standard D1.0.1:** The program has a program-level mission statement that is consistent with the profession’s purpose and values. Institutions with both a practice doctorate program and another CSWE-accredited or candidate social work program have separate mission statements for each program.

**a. The program provides the program-level mission statement.**

**Program’s mission statement:**

The mission of the Doctor of Social Work (DSW) program is to prepare experienced MSW-level social workers to become scholar-practitioners who lead clinical innovation and promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms. Grounded in the core values of the social work profession, the program emphasizes leadership, applied scholarship, and teaching that respond to the needs of diverse populations and evolving global clinical practice.

**b. The program describes how the program’s mission statement is consistent with the profession’s purpose and values.**

**Profession’s purpose:**

*“The purpose of the social work profession is to promote human, community, organizational, and societal well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry and other ways of knowing, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of life for all people in their environments, locally and globally.” (2025 Accreditation Standards for Practice Doctorate Social Work Programs)*

**Profession’s values:**

*“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession’s commitment to respect all people and the quest for social, racial, economic, and environmental justice.” (2025 Accreditation Standards for Practice Doctorate Social Work Programs)*

<p align="center"><b>Element of the Profession’s Purpose &amp; Values</b></p>	<p align="center"><b>Elements from Program’s Mission Statement &amp; Consistency Explanation</b></p>
<p>Promote human, community, organizational, and societal well-being.</p>	<p>“...prepare experienced MSW-level social workers to become scholar-practitioners who lead clinical innovation and promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>“...emphasizes leadership, applied scholarship, and teaching that respond to the needs of diverse populations and evolving global clinical practice.”</p> <p>The program’s mission is consistent with promoting human, community, organizational, and societal wellbeing by preparing experienced MSW clinicians for advanced clinical leadership. At the human level, the mission’s call to promote equitable and inclusive care ensures person-centered, culturally responsive, and respectful practice that enhances individual dignity and wholistic wellbeing. At the community level, the emphasis on responding to the needs of diverse populations equips graduates to address systemic barriers and foster resilience, allowing communities to thrive through inclusive supports and interventions. At the organizational level, the focus on leadership, applied scholarship, and teaching prepares graduates to guide agencies, mentor staff, and embed evidence-informed innovation, thereby strengthening organizational culture and effectiveness. Finally, at the societal level, the mission’s charge to prepare scholar-practitioners who challenge discrimination ensures that graduates influence policy, practice, and education to reduce structural inequities and advance social, racial, economic, and environmental justice.</p>
<p>Person-in-environment framework</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p>

<p align="center"><b>Element of the Profession’s Purpose &amp; Values</b></p>	<p align="center"><b>Elements from Program’s Mission Statement &amp; Consistency Explanation</b></p>
	<p>“...emphasizes applied scholarship, teaching, and leadership that respond to the needs of diverse populations and evolving global clinical practice.”</p> <p>Students are prepared as leaders who understand individuals within broader environments—social, cultural, organizational, and systemic. By equipping MSW-level clinicians with advanced leadership skills, the program ensures interventions address not only individual concerns but also the environmental and structural conditions shaping well-being. This reflects a true person-in-environment approach.</p>
<p>Global perspective</p>	<p>“...emphasizes applied scholarship, teaching, and leadership that respond to the needs of diverse populations and evolving global clinical practice.”</p> <p>By educating experienced MSWs as clinical leaders, the program ensures students can adapt knowledge across different environmental contexts. This responsiveness to global clinical practice fosters collaboration, knowledge exchange, and justice worldwide, preparing students to enhance practice locally and globally.</p>
<p>Respect for human diversity</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>“...emphasizes applied scholarship, teaching, and leadership that respond to the needs of diverse populations and evolving global clinical practice.”</p> <p>The mission demonstrates respect for human diversity in all forms by preparing students to uphold dignity, confront inequities, and create culturally responsive systems. Experienced MSW clinicians are educated to adapt</p>

<p align="center"><b>Element of the Profession’s Purpose &amp; Values</b></p>	<p align="center"><b>Elements from Program’s Mission Statement &amp; Consistency Explanation</b></p>
	<p>interventions to diverse populations and to lead with inclusivity in clinical, organizational, and global contexts.</p>
<p>Knowledge based on scientific inquiry and other ways of knowing</p>	<p>“...emphasizes applied scholarship, teaching, and leadership that respond to the needs of diverse populations and evolving global clinical practice.”</p> <p>Applied scholarship reflects scientific inquiry by preparing students to ground practice in research, data, and evidence-based approaches. At the same time, valuing responsiveness to diverse populations integrates lived experience, cultural humility, and practice wisdom. This combined emphasis equips clinical leaders to bridge empirical research with other valid ways of knowing.</p>
<p>Quest for social, racial, economic, and environmental justice</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>By training MSW clinicians as leaders who challenge discrimination, the program fosters systemic change to dismantle oppression. Students learn to advance justice by reducing inequities in access, resources, and opportunity across multiple dimensions, fulfilling social work’s ethical mandate for justice-driven practice.</p>
<p>Creation of conditions that facilitate the realization of human rights</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>Students are prepared to advance human rights by ensuring fair access to care, challenging discrimination, and affirming dignity as a universal value. As clinical leaders, they learn to influence policies and systems to expand protections and conditions necessary for human rights realization.</p>

<p style="text-align: center;"><b>Element of the Profession’s Purpose &amp; Values</b></p>	<p style="text-align: center;"><b>Elements from Program’s Mission Statement &amp; Consistency Explanation</b></p>
<p>Elimination of poverty</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”  “...emphasizes applied scholarship, teaching, and leadership that respond to the needs of diverse populations and evolving global clinical practice.”</p> <p>The mission commits students to address economic inequity as a barrier to wellbeing. Educating MSW clinicians for leadership equips them to design interventions, policies, and programs that reduce poverty, expand opportunity, and dismantle structures that perpetuate economic marginalization.</p>
<p>Enhancement of life for all people in their environments, locally and globally</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”  “...emphasizes applied scholarship, teaching, and leadership that respond to the needs of diverse populations and evolving global clinical practice.”</p> <p>Equipping MSW clinicians for leadership ensures they can enhance life across local and global contexts. Locally, they learn to strengthen communities and organizations; globally, they contribute to justice and wellbeing by adapting evidence-informed approaches across cultural and systemic settings.</p>
<p>Valuing service</p>	<p>“...prepare experienced MSW-level social workers to become scholar-practitioners who lead clinical innovation and promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>The mission reflects service by educating students to prioritize human dignity and inclusion above self-interest. Leadership in</p>

<p style="text-align: center;"><b>Element of the Profession’s Purpose &amp; Values</b></p>	<p style="text-align: center;"><b>Elements from Program’s Mission Statement &amp; Consistency Explanation</b></p>
	<p>clinical innovation extends service beyond direct practice to strengthening the profession’s capacity to meet emerging needs.</p>
<p>Valuing social justice</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>By preparing MSW clinicians to promote equitable care and confront discrimination, the mission instills a justice orientation. Students learn to influence practice, policy, and organizational change to advance fairness and dismantle systemic oppression.</p>
<p>Valuing dignity and worth of the person</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>The mission affirms the inherent dignity of all individuals and educates students to respect and protect that worth in practice, leadership, and teaching. Advanced clinical leaders ensure care delivery and systemic reforms uphold dignity universally.</p>
<p>Valuing importance of human relationships</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>“...emphasizes leadership, applied scholarship, and teaching that respond to the needs of diverse populations and evolving global clinical practice</p> <p>By focusing on inclusive care and responsiveness to diverse populations, the mission underscores the centrality of human relationships. Preparing MSW clinicians for leadership ensures they foster ethical, collaborative, and resilient relationships in practice, teaching, and organizational settings.</p>

<p align="center"><b>Element of the Profession’s Purpose &amp; Values</b></p>	<p align="center"><b>Elements from Program’s Mission Statement &amp; Consistency Explanation</b></p>
<p>Valuing integrity</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”  “...Grounded in the core values of the social work profession...”</p> <p>The mission reflects integrity by requiring clinical leaders to align actions with ethical standards of justice, fairness, and respect. Grounding the program in social work’s values ensures students are required to model honesty, accountability, and ethical responsibility in leadership and practice.</p>
<p>Valuing competence</p>	<p>“...prepare experienced MSW-level social workers to become scholar-practitioners who lead clinical innovation and promote equitable, inclusive care...”  “...emphasizes leadership, applied scholarship, and teaching that respond to the needs of diverse populations and evolving global clinical practice.”</p> <p>The mission reflects competence by ensuring graduates develop leadership skills that advanced their clinical expertise, and capacity for applied scholarship. Preparing experienced MSWs for doctoral-level practice ensures they integrate research, theory, and innovation into ethical and effective interventions.</p>
<p>Valuing human rights</p>	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>By preparing leaders to honor dignity and challenge discrimination, the mission reflects the social work value of human rights. Students are taught to ensure equity and protections are embedded in practice and systemic reforms, advancing human rights locally and globally.</p>

Element of the Profession’s Purpose & Values	Elements from Program’s Mission Statement & Consistency Explanation
Valuing scientific inquiry	<p>“...emphasizes applied scholarship, teaching, and leadership that respond to the needs of diverse populations and evolving global clinical practice.”</p> <p>The mission’s focus on applied scholarship reflects the profession’s value of scientific inquiry. Students are prepared as leaders who use research, data, and critical thinking to innovate in clinical practice while integrating cultural knowledge and lived experience.</p>

**c. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D1.0.2:** The program’s mission statement is consistent with the program’s context.

**a. The program describes its context, including a description of its program options.**

**Program context:**

*“Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.” (2025 Accreditation Standards for Practice Doctorate Social Work Programs)*

**DSW Program Context**

The Loma Linda University (LLU) DSW program’s context is shaped by the institution’s historic mission of whole person care and its longstanding emphasis on service, leadership, and justice in health and human services. As a faith-based institution, LLU prepares compassionate, ethical, and skilled leaders whose work integrates applied scholarship, innovation, and a commitment to equity. The DSW program builds on this foundation through its one program option in clinical leadership by preparing experienced MSW-level social workers to become scholar-practitioners who lead clinical innovation, influence systems, and promote equitable,

inclusive care that honors human dignity and challenges systemic discrimination. This orientation reflects both the University's values and the evolving needs of practice communities that require leaders capable of advancing justice at individual, organizational, group, and societal levels.

## **Geographical and Regional Context**

The DSW program is situated in the Inland Empire of Southern California, encompassing San Bernardino and Riverside counties. These are the ancestral homelands of the Gabrielino/Tongva, Yuhaaviatam/Maara'yam (Serrano), and Cahuilla peoples, who are recognized as the region's original stewards. Today, the Inland Empire is marked by persistent social and economic disparities, high poverty rates, limited behavioral health resources, and a large concentration of medically underserved communities. It is also one of the fastest-growing regions in the state, with an economically diverse and culturally rich population that includes many Hispanic, immigrant, first-generation, and non-traditional residents. Within this setting, the DSW program responds directly to workforce shortages and systemic inequities by preparing leaders who can strengthen organizations, expand access to services, and transform systems of care.

## **Hispanic-Serving Institution (HSI) Identity**

As part of a Hispanic-Serving Institution, the DSW program reflects LLU's commitment to fostering culturally responsive leadership development and addressing the unique needs of Hispanic and other underrepresented students. The HSI designation affirms the program's responsibility to advance antiracism, diversity, equity, and inclusion (A DEI) by cultivating scholar-practitioners who demonstrate cultural humility, applied research skills, and a commitment to intersectional justice. By integrating A DEI values throughout coursework and applied scholarship, the program equips graduates to confront systemic inequities and prepare the next generation of social work leaders.

## **Delivery and Adaptability**

The DSW program expands the University's graduate education portfolio by offering advanced professional training that responds to the complex needs of today's practice environments. Delivered fully online, the program increases accessibility for experienced MSW-level professionals across California, including those in rural and underserved regions where access to advanced education is often limited. This statewide reach reflects LLU's strategic commitment to broadening educational access while maintaining its hallmark of whole person care. The program's online modality is intentionally designed to serve mid-career professionals balancing work and family responsibilities, thereby ensuring diverse participation. With an emphasis on flexible learning modalities, applied scholarship, leadership development, and interprofessional collaboration, the DSW program equips graduates to address complex practice challenges in a range of organizational and clinical settings.

## **Global Perspective**

Guided by LLU's global mission, the DSW program prepares leaders to engage both local and international challenges in social work practice. Global awareness of issues such as human

rights, ecological well-being, and structural inequities is embedded throughout the curriculum, encouraging graduates to consider the broader impact of their leadership. This orientation mirrors LLU's commitment to serving communities across the world while also addressing pressing needs in the Inland Empire and throughout California.

## Summary

In sum, the DSW program's context reflects a convergence of historical, cultural, demographic, institutional, and global factors. Informed by the University's faith-based mission, its HSI identity, its regional setting in the underserved Inland Empire, and its online statewide reach, the program is designed to develop scholar-practitioners who advance applied scholarship, leadership, and innovation. The DSW program complements the MSW program by offering mid-career professionals a pathway to deepen their impact, equipping them to respond to the needs of complex practice environments, promote intersectional justice, and lead systemic change locally, nationally, and globally.

The DSW program at Loma Linda University is delivered fully online, expanding access to advanced graduate education for experienced MSW-level professionals across the state of California. This delivery model allows students from both urban and rural communities—including those in medically underserved areas of the Inland Empire and beyond—to pursue doctoral-level training without relocating. The online format is designed to accommodate mid-career professionals balancing work and family responsibilities while providing a rigorous and interactive learning environment.

The program's statewide reach reflects the University's strategic commitment to broaden educational access and address workforce shortages, particularly in behavioral health and social services. By leveraging technology, the DSW program maintains LLU's hallmark of whole person care and service while ensuring that leaders are prepared to respond to the diverse and complex needs of communities across California.

**b. The program describes how the program mission statement is consistent with the program's context.**

### DSW Program Mission Statement

The mission of the DSW program is to prepare experienced MSW-level social workers to become scholar-practitioners who lead clinical innovation and promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms. Grounded in the core values of the social work profession, the program emphasizes leadership, applied scholarship, and teaching that respond to the needs of diverse populations and evolving global clinical practice.

Elements of the Program’s Context	Excerpts from Program’s Mission Statement & Consistency Explanation
Historic mission of whole person care; service, leadership, and justice	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>The mission’s focus on equitable, inclusive care directly reflects LLU’s longstanding emphasis on justice and whole person care, ensuring that scholar-practitioners lead with compassion and integrity.</p>
Faith-based foundation preparing compassionate, ethical, and skilled leaders	<p>“Grounded in the core values of the social work profession...”</p> <p>Both emphasize an ethical foundation: the faith-based context highlights compassionate and skilled leadership, while the mission commits to upholding social work’s values in preparing ethical scholar-practitioners.</p>
Regional setting: Inland Empire’s social/economic disparities and underserved communities	<p>“...respond to the needs of diverse populations and evolving global clinical practice.”</p> <p>The mission’s call to meet diverse needs aligns with the Inland Empire’s reality of poverty, limited behavioral health resources, and growing diversity. Graduates are equipped to address inequities through leadership and clinical innovation.</p>
Hispanic-Serving Institution identity and ADEI commitment	<p>“...promote equitable, inclusive care through practices that honor human dignity and challenge discrimination in all forms.”</p> <p>The program’s HSI identity and ADEI orientation directly match the mission’s explicit commitment to inclusion, equity, and combating discrimination at structural and interpersonal levels.</p>
Delivery model: fully online, accessible to rural and underserved areas, mid-career professionals	<p>“...applied scholarship, teaching, and leadership that respond to the needs of diverse populations...”</p>

Elements of the Program’s Context	Excerpts from Program’s Mission Statement & Consistency Explanation
	By expanding accessibility through online delivery, the program ensures diverse, mid-career professionals can participate, fulfilling the mission’s intent to prepare scholar-practitioners responsive to population needs.
Global perspective and commitment to systemic change	<p>“...become scholar-practitioners who lead clinical innovation and promote equitable, inclusive care...”</p> <p>The global context requires leaders who can innovate and promote justice beyond local systems. The mission’s emphasis on clinical innovation and inclusivity ensures graduates are prepared to address both local and global inequities.</p>

**c. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Antiracism, Diversity, Equity, and Inclusion (ADEI)**

**Accreditation Standard D2.0.1:** The program engages in specific and continuous efforts within the explicit curriculum related to antiracism, diversity, equity, and inclusion.

**a. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI.**

**Clinical Leadership | ADEI Efforts**

The DSW program at Loma Linda University is designed to prepare advanced practitioners for leadership in clinical social work by embedding Antiracism, Diversity, Equity, and Inclusion (ADEI) principles throughout the curriculum. Grounded in the university’s mission of whole person care, the program equips students to become culturally responsive, anti-oppressive, and justice-oriented leaders who can transform clinical practice, program innovation and service

delivery. Through intentional integration of ADEI into coursework, pedagogy, applied scholarship, and leadership development, students are empowered to critically analyze systemic inequities, implement evidence-informed interventions, and advocate for equitable access to behavioral health and social services. This commitment ensures that graduates are not only have advanced knowledge of clinical practice but are also visionary leaders capable of addressing the evolving challenges of diverse and complex practice environments.

Given the above framework, this section begins by examining how ADEI is systematically embedded in the program's explicit curriculum. It then provides concrete examples of how Antiracism, Diversity, Equity, and Inclusion are individually implemented across various aspects of the program. Finally, it highlights the DSW program's ongoing efforts to assess, refine, and enhance ADEI integration, ensuring that students are equipped to lead and transform professional social work practice.

### **Embedding of ADEI in the Explicit Curriculum**

#### ***Land and Labor Acknowledgment Statement in Every Syllabus***

A Land and Labor Acknowledgment statement is included in all DSW program syllabi, actively promoting Antiracism, Diversity, Equity, and Inclusion (ADEI) by recognizing the historical and systemic injustices experienced by Indigenous, Black, African, Chinese, and Mexican peoples. It reflects an explicit commitment to truth-telling, historical accountability, and social justice, aligning with the core values of anti-racist and anti-oppressive social work practice. See statement below.

#### *Land and Labor Acknowledgement*

*As we study social work and commit ourselves to social justice and anti-racist practice, we take a moment to acknowledge the sovereignty of the land upon which this university is built. We are now occupying space, which is the traditional land of the Serrano people, and therefore, with gratitude, we pay respect to their sovereignty, their ancestors, elders, and descendants who continue to inhabit this land as members of the Morongo Band of Mission Indians, San Manuel Band of Mission Indians, and Soboba Band of Luiseno Indians.*

*We also recognize and honor the forced labor given to these lands by Indigenous peoples of the Americas and Black, African, Chinese, and Mexican peoples directly impacted by enslavement and colonization. To these people and their descendants, we acknowledge the grave injustices inflicted on them and recognize the indelible mark of their labor on the creation of the space in which we learn today.*

*This land and labor acknowledgment is one small act of showing respect for the peoples of this land—by bearing witness, asking forgiveness, extending gratitude, and working toward healing ways. To further honor this acknowledgment, we commit to connecting our work and learning to meaningful actions, including integrating the history and resilience of these communities into our curriculum, engaging in community partnerships that elevate their voices and needs, and fostering initiatives that support cultural preservation, ecological stewardship, and social*

*justice. Through these efforts, we strive to uphold the values of equity, justice, and respect in all that we do.*

### ***Integration of ADEI into Course Content***

The DSW program systematically integrates Antiracism, Diversity, Equity, and Inclusion (ADEI) principles throughout its curriculum, ensuring that students develop culturally responsive and anti-oppressive social work competencies and leadership practice behaviors. Several courses explicitly incorporate ADEI into their structure, assignments, and learning objectives. Some specific examples include the following:

- *SWCL 610: Diversity Theory and Global Perspectives.* SWCL 610: Diversity Theory and Global Perspectives embeds Antiracism, Diversity, Equity, and Inclusion (ADEI) principles throughout its curriculum by centering theoretical and applied frameworks that interrogate systemic inequities. Students critically engage with Critical Race Theory, Intersectionality, Decolonizing Methodologies, and Cultural Humility as lenses for understanding how oppression and privilege operate across social institutions, relationships, and individual experiences. The course further challenges students to reflect on their own positionality, analyze how structural inequities shape access and outcomes, and develop strategies for culturally responsive and justice-oriented practice. ADEI is reinforced through readings that highlight diverse voices and epistemologies, including works by Indigenous, feminist, and critical scholars, as well as assignments that require students to apply ADEI frameworks directly. For example, the Social Problems Literature Review & Critique Paper and Supplemental Text Presentations ask students to examine pressing social issues through anti-racist and decolonizing perspectives, proposing interventions that promote equity and inclusion. This course not only transmits knowledge but also equips students with the skills and dispositions necessary to lead transformative, ADEI-informed clinical and organizational practice.
- *SWCL 615: Comparative Social Work History and Practice, Evidence-based Practice and Social Justice:* ADEI is intentionally taught and evaluated throughout this course by connecting students' learning to social work's historical and contemporary commitment to anti-discrimination, diversity, equity, and inclusion. In the early modules, students examine the evolution of ADEI and social justice within the profession's foundations. Module One introduces the historical context of social work's commitment to ADEI, while Module Two deepens understanding by focusing on identifying and addressing social justice issues and anti-discriminatory practices embedded in clinical interventions. Students critically engage with readings that explore bias, structural inequities, and the relationship between human rights protections, resiliency, trauma-informed care, and social justice. These modules emphasize developing self-awareness and reflective practice as essential components of professional social work identity. ADEI principles are further evaluated through major course assignments, particularly the Evidence-Based Practice (EBP) Iterative Assignment and Paper. In Part D of the assignment, students synthesize findings on interventions that support target populations and must explicitly address ADEI, social justice, stigma, resiliency-trauma-informed, and human rights implications. This ensures that students not only understand ADEI theoretically but can critically analyze and apply these principles to

evidence-based interventions in real-world practice settings. The Professional Learning Network (PLN) Summaries also reinforce ADEI evaluation by requiring students to seek diverse professional feedback and incorporate multiple perspectives into their work. Through these integrated assignments and discussions, ADEI is both a guiding framework and a measurable learning outcome in the course.

- *SWCL 604C: Integrative Seminar: Academic Practice.* ADEI is integrated into this course through both reflective and applied teaching assignments that encourage students to engage with anti-oppressive, inclusive, and equity-centered practices in social work education. From the beginning, weekly reflective discussions promote self-awareness and critical dialogue among students, creating a safe and collaborative space to examine course readings, lived experiences, and questions related to diversity, power, and inclusion. Students are expected to contribute regularly and bring their reflections to class discussions, reinforcing the value of continuous engagement with diverse perspectives and voices. This approach mirrors the collaborative, reflective, and participatory nature of ADEI principles within professional practice and higher education. ADEI is also directly evaluated through the Teaching Experience assignment. Students must select and teach a “hot topic” session in an MSW field seminar that explicitly incorporates ADEI analysis. Each seminar requires students to examine nuanced ADEI issues within their chosen topic, how to recognize them, adapt to them, and address them through best and promising practices. The five guiding questions for these seminars emphasize problem identification, best practices, innovations, ADEI issues, and systemic responses “upstream and downstream.” In addition, the Teaching Portfolio reinforces ADEI evaluation by requiring students to reflect on their teaching philosophy and instructional materials, integrating principles of equity and inclusion into their pedagogical identity. Through these ongoing reflective and practice-based assignments, ADEI is both a core teaching theme and a measurable component of professional growth and academic practice.
- *SWCL 655: Research Methods II:* ADEI is taught and evaluated throughout this course by integrating qualitative and mixed-methods research with an emphasis on cultural context, equity, and inclusive inquiry. Students engage in research design and critical appraisal activities that highlight trustworthiness, rigor, and ethical considerations—all of which require sensitivity to diversity and respect for participants’ lived experiences. Course assignments such as the Qualitative Study Proposal and Presentation of Assigned Article require students to evaluate studies using the Critical Appraisal Skills Programme (CASP) checklist and discuss ethical issues, including recruitment, consent, and the influence of researcher positionality. These components ensure that students apply inclusive and culturally responsive approaches when evaluating and designing qualitative studies. ADEI principles are also reinforced through the mixed-methods module, where students explore community-based participatory research approaches in high-need neighborhoods. This reflects an applied focus on equity and collaboration with diverse populations. Modules on ethnographic and phenomenological methods further emphasize understanding lived experiences and cultural environments, helping students recognize the role of power, context, and representation in research. Through these integrated assignments and discussions, ADEI is embedded as both a methodological and evaluative standard, guiding students to produce ethical, inclusive, and socially relevant research in social work practice.

- *SWCL 650: Neuroscience, Resiliency, and Trauma-Focused Global Practice.* In this course, inclusion is taught through weekly Discussion Boards and synchronous Zoom sessions that require thoughtful and respectful dialogue that honors the right of individuals to hold and express different viewpoints. Course modules ask students to engage cultural and community-informed criteria for global practice interventions, drawing on World Health Organization perspectives, low resourced environments, disaster zones, and refugee needs, with attention to neuroscience, social justice and altruism, attunement and reciprocity, and impact assessment. Inclusion is evaluated through multiple assignments and participation criteria. For example, the Evidence-Based Neuroscience Intervention Paper requires a literature-informed review of historical interventions, the neuroscience of a selected condition, the influence of neurobiology, current neuroscience interventions, and leadership implications, with a minimum of eight published professional references. The Professional Learning Network (PLN) Summary requires students to consult with and obtain feedback from at least two members of their professional learning network, and to describe any changes made. The Presentation summarizes all paper components and leads the class in a discussion and critique, including a brief questions and answers discussion. Through these activities, students demonstrate inclusive, community-informed practice in global practice environments and the organizational application of neuroscience-informed innovations.
- *SWCL 680: Clinical Leadership 2.* ADEI is taught directly in the modules: “Embedding ADEI in Executive Leadership Practice,” “Incorporating ADEI Principles into Strategic Planning and Stakeholder Engagement,” “The Business Case for Diversity and Inclusion,” “Promoting Diversity in Leadership Roles,” “Conducting Organizational Diversity Audits,” and “Embedding ADEI in Grant Proposals – The Current Political Climate.” ADEI is also explicitly evaluated in the Healthcare Business Plan – Fostering Inclusive and Sustainable Excellence, which requires an Organizational ADEI Strategy (e.g., “inclusive hiring, equity audits, client engagement practices, and anti-racist organizational change”). Discussion Boards require “thoughtful dialogue regarding the discussion topics,” and assignments integrate ADEI within strategic planning, budgeting, and resource development.

In summation of this section, the DSW program integrates Antiracism, Diversity, Equity, and Inclusion (ADEI) principles as a central and measurable component of doctoral education. Across the curriculum, students apply culturally responsive, anti-oppressive, and equity-centered frameworks through all aspects of the program including research, leadership, and teaching practice. Courses intentionally embed ADEI through readings, discussions, and applied assignments that require critical reflection, inclusive dialogue, and practice-based analysis. Together, these integrated learning experiences prepare students to lead transformative, justice-oriented change across clinical, organizational, and educational settings.

### ***Integration of ADEI into the Applied DSW Project***

Another way the DSW program demonstrates its ongoing commitment to ADEI within the explicit curriculum is through the Applied DSW Project. Rooted in the scholar-practitioner model of education, this culminating project emphasizes an ideal of professional excellence that bridges practice, theory, and research. Through this approach, scholar-practitioners serve as

innovation leaders who integrate advanced practice knowledge with theory and rigorous data-driven processes to achieve a deeper contextual understanding of human needs and services to solve practical problems. Each Applied DSW Project is designed to cultivate and demonstrate the CSWE Core Expertise and Skills that prepare students to engage in evidence-informed, equity-centered approaches that address complex and diverse leadership challenges in clinical and organizational contexts.

The Applied DSW Project structure ensures that ADEI principles are intentionally woven throughout the curriculum. Each project includes an in-depth literature review grounded in comprehensive theoretical underpinnings and empirical research, critically evaluating gaps in knowledge with attention to leadership, practice innovation, and ADEI objectives. The five-chapter format requires students to interpret findings and discuss implications for leadership in practice, education, organizational and social policy, and ADEI, ensuring that doctoral-level inquiry reflects responsiveness to systemic inequities and diverse populations. Scholarly dissemination through professional conference presentations further reinforces the program's ADEI commitment by engaging scholar-practitioners in leadership dialogues that advance inclusive and equitable approaches across systems of care.

Through this rigorous and iterative process, students develop and sustain substantive expertise as leaders in specialized areas of social work practice that promote equity and justice. The Applied DSW Project's emphasis on empirical, data-driven inquiry and contextual understanding prepares scholar-practitioners to lead change, inform decision-making, and influence systems that affect vulnerable populations. These explicit curriculum elements ensure that the DSW program's focus on clinical leadership, innovation, and applied knowledge remains firmly aligned with the principles of Antiracism, Diversity, Equity, and Inclusion across all stages of doctoral education and professional contribution.

## **Examples of Each ADEI Area Within the Explicit Curriculum**

### ***Antiracism***

Antiracism focuses on actively identifying and eliminating racism through systemic change, critical self-reflection, and the promotion of racial equity in policies and practices. Specific examples within the curriculum include:

- **Program Mission Statement.** The DSW program embeds antiracism directly into its mission statement. Specifically, it states, *the mission of the DSW Program at LLU is to cultivate compassionate...social work practitioners who can effectively...combat systemic racism and oppression, and advance intersectional justice...* By explicitly committing to combating systemic racism and oppression, the mission statement ensures that antiracism is not a peripheral value but a defining pillar of doctoral education. This language guides course objectives, program outcomes, and the development of the Core Expertise and Skills (CES), framing leadership as a mechanism for dismantling racial inequities across systems of care.
- **The Land and Labor Acknowledgment Statement in Every Syllabus.** This statement is integrated into all program syllabi and course introductions which situates all doctoral

learning within a context of historical and racial justice: *We acknowledge that Loma Linda University occupies land originally cared for by the Tongva, Serrano, and Cahuilla peoples. We honor their enduring relationship to this land and recognize the ongoing impact of colonization and racial injustice in our region and institutions.* This acknowledgment represents a deliberate antiracist and decolonizing practice that foregrounds systemic inequities, power, and privilege. It creates a reflective starting point for dialogue about race, colonization, and the ongoing effects of historical injustice. Faculty intentionally reference the acknowledgment in early course modules—particularly in *SWCL 615: Comparative Social Work History and Practice*—to connect local histories of displacement and oppression with the broader goals of social justice and clinical leadership.

- **SWCL 658: Advanced Social Policy and Research.** This course directly operationalizes and addresses antiracism in *Module 3* which focuses on, *Feminist and Critical Race Policy Analysis Frameworks*. This focus is directly seen in the module goal, key readings, and assignments as briefly described below:
  - **Goal:** Provide an overview of factors that impact social and economic justice at the global level and an understanding of how to use feminist and Critical Race Theory (CRT) policy analysis frameworks to influence and change health and mental health policies.
  - **Key Reading:** Ford, C. L., & Airhihenbuwa, C. O. (2010). *The Public Health Critical Race Methodology: Praxis for Antiracism Research. Social Science & Medicine, 71(8), 1390–1398.*
  - **Assignments:** Students analyze how critical theory benefits all groups when developing policy solutions and apply storytelling and research integration to inform antiracist policy change.

This module explicitly teaches *antiracism as both content and method*, equipping students with the theoretical and practical tools to identify and dismantle racial inequities in health and behavioral policy. It aligns with the DSW program’s Core Expertise and Skills related to evidence-informed leadership, critical evaluation of research, and advancing social and racial justice through policy innovation.

## **Diversity**

Diversity emphasizes the acknowledgment, appreciation, and integration of varied social identities, perspectives, and lived experiences.

- **SWCL 610: Diversity Theory and Global Perspectives.** Diversity is explicitly embedded in this course’s content and assignments. The syllabus describes that: *Through the lens of a global perspective, contemporary theories of diversity are examined from a critical perspective that also includes intersectionality theory. Opportunity to apply these theories using a cultural humility framework for engaging diverse populations in social welfare practice and research.* The course further notes: *We honor multiple ways for locating truth by attending to cultural context, different ways of knowing, the legitimation of perspectives and the manner in which these epistemologies inform social institutions, culture, social relations and personal agency.* Throughout the course, students critically analyze the evolution of diversity in higher education and social work, applying intersectionality,

decolonizing methods, and cultural humility to their professional, research, and leadership roles. Through structured readings, critique papers, and panel presentations, the course ensures that diversity is both a theoretical construct and an applied skill.

- **SWCL 680: Clinical Leadership II.** In this course, diversity is operationalized through organizational leadership, policy development, and measurable practice outcomes. One of the stated course objectives is to: *Assess and implement organizational practices that promote antiracism, equity, inclusion, and cultural responsiveness through tools such as diversity audits and inclusive leadership strategies.* Students demonstrate mastery of this objective through the Healthcare Business Plan – Fostering Inclusive and Sustainable Excellence, which requires them to: *Develop a comprehensive business plan that outlines a strategic direction for a healthcare organization... addressing strategies for advancing ADEI throughout the organization.* This assignment directly measures the application of diversity, cultural responsiveness, and inclusive leadership in practice.
- **SWCL 630: Clinical Interventions and Design.** Although focused on intervention design, this course explicitly integrates diversity through its emphasis on contextual relevance and culturally informed fidelity in behavioral interventions. Module Four states that students will: *Develop the ability to assess the alignment between an intervention's design and practice settings and ensure cultural relevance for diverse populations.* Students are required to adapt intervention models and evaluation strategies to address the needs of diverse clients and communities, demonstrating integration of diversity in both clinical reasoning and outcome evaluation.

### ***Equity***

Equity focuses on ensuring fair access, opportunities, and treatment by addressing systemic barriers and advocating for marginalized groups.

- **SWCL 658: Advanced Social Policy and Research.** Equity is explicitly taught through policy analysis and critical frameworks addressing systemic injustice. Specifically, students examine feminist and critical race policy analysis frameworks to influence and change health and mental health policies. Assignments such as the *Policy Brief and Infographic Project* require students to evaluate existing policies and propose antiracist, equitable reforms. This course ensures students learn to apply equity-based policy frameworks to dismantle systemic inequities and promote justice across health and behavioral systems.
- **SWCL 670: Clinical Leadership I.** Equity is embedded within leadership theory and applied assignments where students have to integrate anti-racist, diversity, equity, and inclusion (ADEI) principles into leadership practice to advance justice and cultivate equitable workplace cultures. Students complete case analyses and video presentations demonstrating how equitable leadership practices can reduce bias and foster organizational fairness. Through lecture discussions and applied leadership projects, students translate equity into management, supervision, and system design.

- **SWCL 626: Program Design, Evaluation, and Monitoring.** Equity is taught through participatory and systemic approaches to program evaluation where students utilize a needs assessment based on a systemic framework and consistent with stakeholder goals/objectives to design a program. Students create formal program design and evaluation plans that prioritize equitable access and representation of underserved groups. This course teaches doctoral students to operationalize equity in program design, assessment, and stakeholder engagement.

### ***Inclusion***

Inclusion ensures that diverse perspectives are integrated, valued, and meaningfully engaged in learning and practice settings.

- **SWCL 610: Diversity Theory and Global Perspectives.** Inclusion is explicitly taught through global, intersectional, and culturally responsive frameworks. Students examine contemporary theories of diversity *through the lens of a global perspective*, using intersectionality and cultural humility to engage diverse populations in social welfare practice and research. Assignments such as reflective analyses and applied projects require students to explore inclusive epistemologies and demonstrate how multiple ways of knowing shape social work theory and practice. This course ensures students apply inclusive frameworks that honor difference, foster belonging, and advance equitable participation in research, education, and leadership.
- **SWCL 670: Clinical Leadership I.** Inclusion is embedded within leadership and organizational development frameworks. Students learn to *assess and implement organizational practices that promote antiracism, equity, inclusion, and cultural responsiveness through tools such as diversity audits and inclusive leadership strategies*. Through the *Driving Organizational Change-A Leadership Plan for Sustainable and Inclusive Excellence Paper*, students develop organizational strategies that integrate inclusive decision-making, stakeholder engagement, and workforce representation. The course provides direct application of inclusive leadership theory to promote belonging, collaboration, and systemic accountability.
- **SWCL 696: DSW Project IV.** Inclusion is taught through the doctoral research process and embedded in the final Applied DSW Project requirements. The syllabus specifies that the Discussion chapter must include *a critical analysis of findings, encompassing implications for practice innovation, education, organizational and social policy, as well as issues related to ADEI (Antiracism, Diversity, Equity, and Inclusion)*. Students demonstrate inclusion by integrating the voices, needs, and perspectives of diverse populations into their research design, data interpretation, and dissemination plans. This capstone project ensures that inclusion is operationalized as a scholarly standard and ethical expectation in doctoral-level inquiry and applied leadership.

## Continuous Efforts to Strengthen ADEI Within the Explicit Curriculum

The DSW program remains committed to deepening the integration of Antiracism, Diversity, Equity, and Inclusion (ADEI) throughout the curriculum. This commitment is reflected in structured, ongoing actions designed to ensure that ADEI principles are continuously assessed, refined, and embedded into student learning. Listed below are some of our continuous ADEI efforts.

1. Annual ADEI Curriculum Review and Course Revisions (Completed Yearly by September)
  - The Doctoral Committee conducts a comprehensive syllabi audit to evaluate the inclusion of ADEI principles across courses. This includes assessing assigned readings, course objectives, case studies, and classroom activities to ensure that diverse perspectives and anti-oppressive frameworks are systematically incorporated.
  - Faculty submit course revision plans based on the syllabi audit. These plans identify gaps in ADEI integration and propose updates to enhance inclusivity, such as incorporating additional perspectives from historically underrepresented communities, revising outdated materials, and ensuring that case examples reflect diverse identities and experiences.
  - The Doctoral Committee finalizes approved major revisions, which are implemented in courses beginning in the following academic term.
2. Student Feedback and Course Evaluation Adjustments
  - Each Quarter: Students complete course evaluations with specific questions related to the integration of ADEI principles.
  - Annually, by June: A summary report including ADEI-related student feedback is presented to faculty, along with targeted recommendations for improving curriculum alignment with social justice frameworks.
3. Annual ADEI Climate Survey Assessment
  - Every June: The program administers an ADEI Climate Survey to DSW students. This survey measures perceptions of inclusivity, equity, and the effectiveness of ADEI-related curriculum components. The survey provides quantitative and qualitative data regarding both the program's explicit and implicit curriculum.
  - By September: Results are analyzed and presented to the full faculty of the DSW program, which then establishes specific action items to address identified gaps.
  - Results: A notable finding from the 2025 DSW ADEI Climate Survey is that students reported significant growth in their understanding and application of anti-racist, equitable, and culturally responsive frameworks as a direct result of the explicit curriculum. The majority of respondents indicated that coursework and assignments substantially enhanced their knowledge of how racism, oppression, and privilege shape human experience, as well as their competence in applying cultural humility and anti-oppressive practices in professional settings. Ratings for these areas averaged around 4.0 to 4.5 on a five-point scale, with the 2026 and 2027 graduating cohorts reporting the strongest gains. These findings demonstrate that the DSW program's explicit curriculum, particularly its integration of critical theories, equity-based policy analysis, and culturally responsive leadership content, is effectively strengthening students' ADEI-related

knowledge and advancing their readiness for equitable social work practice. Further outcomes and recommendations from the ADEI Climate Survey are presented in section D5.0.2(a-b).

By implementing structured, time-bound processes, the DSW program ensures that ADEI is not only an embedded framework but a continually evolving and action-driven priority.

In summary, by expanding and deepening ADEI integration throughout the curriculum the DSW program ensures that students develop the expertise and skills needed to provide ethical, effective, and justice-driven clinical leadership practice. This specialization goes beyond acknowledging systemic barriers by equipping students with the knowledge and skills to actively dismantle barriers, thereby promoting equitable, affirming, and culturally responsive care within the organizations and communities they serve.

**b. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D2.0.2:** The program engages in specific and continuous efforts within the implicit curriculum related to antiracism, diversity, equity, and inclusion.

**a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI.**

**Clinical Leadership | ADEI Efforts**

**Integration of ADEI in the Implicit Curriculum**

The DSW program integrates antiracism, diversity, equity, and inclusion (ADEI) into its implicit curriculum through structured and unstructured efforts that shape the overall learning environment. These initiatives extend beyond formal coursework to foster an inclusive, supportive, and mission-driven educational experience. As a Minority Serving Institution (MSI) and Hispanic Serving Institution (HSI), LLU has made intentional efforts to embrace and support its diverse student body while strengthening its commitment to ADEI. This commitment is reflected in 43% of our core faculty and 68% of our DSW students representing diverse backgrounds (Hispanic 28%, Black 28%, Asian 12% and White 32%).

Below are the various ways ADEI is embedded within the implicit DSW program followed by specific examples of how each area of ADEI is demonstrated within the implicit curriculum and concludes with our commitment to continuous ADEI efforts.

## ***Organizational Culture***

LLU takes deliberate steps to acknowledge and dismantle structural barriers rooted in systemic racism and other forms of injustice. These efforts include:

- **Mission-Driven Commitment.** The University, the School of Behavioral Health, and the DSW program all share a common mission rooted in transforming lives through education, healthcare, and research while advancing wholeness, diversity, and service. Each individual mission reflects a commitment to worldwide service through promoting equitable access to healthcare and education. Together, we foster intellectual, physical, social, and spiritual growth, ensuring that LLU graduates are prepared to serve diverse communities through clinical leadership, practice, education, and research innovation. This shared purpose unites us in continuing the teaching and healing ministry of Jesus Christ, equipping students to reduce health disparities, uphold ethical and compassionate practice, and serve a worldwide community with respect and dignity. This mission-driven commitment is reflected through the words of our University President, Dr. Richard Hart, M.D., DrPH that was sent to all students, staff, and faculty:

*...The full impact of the changing national political scene is still playing out. As part of our Christian commitment, we remain supportive of all individuals as children of God. We also believe that our country's healthcare needs are best met by a diversity of providers, with cultural skills to understand each patient and their unique situation...(Notes from the President, February 6, 2025).*

- **University-Wide Initiatives.** Regular communications from the University President address social justice issues relevant to students of color. An additional message from Dr. Hart exemplifies the University's commitment to the safety and well-being of all persons at LLU.

- Chapel Programs. Chapel and the Micah 6:8 series highlights social justice themes and features formal presentation and participation by DSW faculty. Chapel services and the Micah 6:8 program are accessible both in-person and online, with recorded messages available for students with scheduling conflicts.
- Scholarships and Grants. Funding is available for first-generation students and students of color to support equitable access to education. Currently, over 90% of our social work students receive financial support through Kaiser, university, school, and department scholarships.
- Faculty and Staff Training. Regular workshops and professional development focus on implicit bias, antiracism, and cultural humility. These efforts are both provided by social work faculty and other university faculty, and are available to all faculty. Topics have included: *A Conversation about Inclusivity in Healthcare Education and Practice for LGBTQ+ Persons*; *The Improving LGBTQ+ Climate at LLU*; *Creating Images of Diversity by Choice and Not by Chance*; *Unconscious Bias Training*; and *Balancing Compassion and Rigor: Supporting Students While Upholding Academic Standards*.

### ***Inclusive Leadership and Student Engagement***

The program ensures equitable student participation through multiple avenues that amplify students' voices in governance and decision-making:

- Participation in Student Organizations. The University offers a vibrant array of student organizations that cater to a wide range of interests and backgrounds, fostering a sense of

community and personal growth. The Loma Linda University Student Association (LLUSA) serves as the official voice of the student body, uniting individuals across all programs and schools. Cultural diversity is celebrated through groups like the African Network (AfriNet), which engages students from 22 African nations, and the Association of Latin American Students (ALAS), offering academic and social support while promoting Latino cultural activities. The Asian American Pacific Islander Student Association, the Sexuality and Gender Alliance (promotes student engagement in LGBTQ+ history, culture, healthcare, advocacy, and intersectional leadership), and the Black Health Professional Student Association (BHPSA) all further enrich the campus by fostering unity and understanding among diverse communities. Additionally, interest-based organizations such as the Bioethics Interest Group and the Health GIS Club provide platforms for students to delve into specialized fields, ensuring a wholistic and inclusive environment for all. DSW students regularly participate in many of these organizations and frequently hold leadership positions.

- **Alumni and Community Engagement.** Alumni and community professionals play a vital role in advancing antiracism, equity, and inclusion (A DEI) within the DSW program by presenting on A DEI-related topics and offering feedback on curriculum, student preparedness, and program effectiveness. Through guest lectures, panels, and discussions, they share insights on anti-racist practice, culturally responsive interventions, and systemic advocacy, ensuring that students engage with diverse perspectives and real-world applications of A DEI principles. Their feedback, gathered through informal meetings, surveys, and program evaluations, helps refine coursework, and program policies to better prepare students to be leaders in promoting equity-centered social work practice. Presentation topics have included *Equity and Community Work*; *Community, Organizing and Lived Experience*; *Community and Working with Diverse Populations*; *Gang Prevention – Words from a Former Gang Member*; and *Managed Care and Leadership*.
- **Quarterly Forums and Surveys.** Structured feedback mechanisms, including course evaluations, student surveys, exit interviews, quarterly meetings with the Program Director and department leadership and informal faculty engagement to ensure student concerns inform programmatic changes.
- **A DEI Climate Survey.** The DSW program administers an annual A DEI Climate Survey to assess student experiences with diversity, equity, and inclusion in both classroom and mentoring sessions. The survey informs faculty development, enhances student support strategies, and fosters learning environments rooted in anti-racist and anti-oppressive practices. Additionally, it provides students with an anonymous platform to share their perceptions of how A DEI principles are integrated into the program’s formal and informal structures. Findings from the survey drive continuous improvements in both explicit and implicit curricula, ensuring alignment with the program’s mission and values.

## ***Global and Community-Based Experiences***

The program fosters an inclusive and equitable learning environment with a strong focus on global outreach. These efforts include:

- **Community Partnership Experiences.** Students have an opportunity to engage with the University’s Institute for Community Partnerships. Students volunteer to support outreach projects across the Inland Empire region of Southern California providing youth programs, such as athletics, mentoring and educational support, food distribution, and outreach services that support the health and well-being of individuals and families in the most underserved communities.
- **Global Social Work Perspective.** Faculty integrate intersectional justice into professional practice. The School of Behavioral Health International Behavioral Health Trauma Team (IBHTT) has provided crisis responses, as well as clinical education and training in over 65 countries (over 100 responses) including recent efforts in the Ukraine, in Egypt with Sudanese refugees, and a multi-island response to Hurricane Beryl in 2024 with faculty, alumni, and [when possible] students actively participating.
- **Financial Support for International Learning Experiences.** All DSW students are eligible to receive \$1,000 toward a Students for International Mission Service (SIMS) trip, reducing economic barriers and promoting cultural humility, clinical practice, global advocacy, and inter-professional networking.
- **Financial Support for Professional Conferences.** All DSW students are eligible to receive \$500 toward attendance at a professional conference promoting engagement with professional communities prior to graduation.
- **Expanded Online Education.** Our online program option provides increased access to education for students in rural and underserved areas allowing for equity and inclusion. Many of our students come from vastly rural, highly diverse and resource deprived areas such as San Bernardino, the high desert communities (e.g., Barstow and Victorville), and low desert communities (e.g., Indio). By developing professional leaders within these underserved areas our program has helped expand the professional capital within students’ home communities.

## ***Faculty Commitment to ADEI***

The program actively integrates ADEI through faculty practices, institutional policies, and curriculum development:

- **Equitable Hiring, Retention, and Promotion Policies.** The University fosters an inclusive faculty body and has been ranked by “Great Colleges to Work For” as one of the top universities to work for in the nation. The honor is given to only 42 universities each year.
- **Faculty-to-Student Ratio of 1:8.** This level of student support fosters individualized mentorship, and advances student success and professional development.

- Faculty Research and Scholarship. Faculty actively integrate ADEI principles through research and publications that focus on justice-oriented topics serving diverse populations. Recent examples include: (*Names of DSW faculty appear in bold print.*)
  - **Alemi, Q.**, Panter-Brick, C., et al. (2023). Afghan mental health and psychosocial well-being. *BJPsych Open*. <https://doi.org/10.1192/bjo.2023.502>
  - Aréchiga, A., **Freeman, K.**, Tan, A. Lou, J., Lister, Z. **Buckles, B.**, & **Montgomery, S.** (2024). Building resilience in Sierra Leone post-Ebola. *International Journal of Mental Health*, 53(1), 111-123. <https://doi.org/10.1080/00207411.2023.2166312>
  - **Baek, K.**, Bell, C., **Montgomery, S. B.**, **Ortiz, L.**, Kumar, A., & **Alemi, Q.** (2024). Community-based mental health challenges and implications: Examining factors influencing distress and help-seeking behaviors among Korean American church leaders and members in Greater Los Angeles. *International Journal of Environmental Research and Public Health*, 21(8), 1094. <https://doi.org/10.3390/ijerph21081094>.
  - **Gallup, D.**, Henwood, B., Devaney, E., Samario, D., & Giang, J. (2022). Shifting Social Worker Attitudes Toward Homelessness: A DSW Training Program Evaluation. *Journal of Social Distress and Homelessness*. Advance online publication. <https://doi.org/10.1080/10530789.2022.2061238>
  - Nakaoka, S., **Ortiz, L.**, Garcia, B., (2019) Intentional Weaving Critical Race Theory into a DSW Program in a Hispanic Serving Institution. *Urban Social Work*, 3, Supplement 1, S115- 128.
  - **Raine, L.** (2024). Keeping the profession strong: BSW faculty gatekeeping theory. *Journal of Baccalaureate Social Work*, 27-28(1). <https://doi.org/10.1891/JBSW-20200411-13R>.
  - Cruz, M.E., **Raine, L.**, Ortiz, L. & Alemi, Q. (under review). Barriers and assets in diabetes prevention: a community-based assessment in a Latino population. *Social work in Health*.
  - Wachter, K., Baccam, Z., Burgess, T., & **Alemi, Q.** (2025). A scoping review of the intimate partner violence literature among Afghans across contexts. *Trauma, Violence, & Abuse*, 26(1), 3–19. <https://doi.org/10.1177/15248380241271419>.
  - Wilson, S., Begay, P., **Raine, L.** & Vo, P. (under review). Clinical social workers views of social justice and Cultural Responsiveness. *Journal of Ethnic & Cultural Diversity in Social Work*.
- Curriculum Review and Development. The Department has a highly engaged Curriculum Committee that routinely reviews syllabi to ensure the integration of ADEI perspectives. Additionally, the faculty engage in in-depth discussions to refine the meaning and operational definitions of ADEI and related concepts, while also identifying the specific practice behaviors that reflect students’ application of ADEI principles alongside core social work values and ethics.

### ***Commitment to Accessibility and Inclusion***

The DSW program is dedicated to fostering an inclusive and accessible learning environment by proactively addressing barriers that may hinder student success. Through intentional program design and institutional support, the program ensures that students from diverse backgrounds

receive the support they need to thrive. These efforts focus on flexible learning options, comprehensive student services, and systemic policy changes that align with antiracism, diversity, equity, and inclusion (A DEI) principles. In addition, these initiatives reflect a commitment to empowering students and promoting educational equity. The university, school, and program actively reduces barriers to education through:

- **Flexible Scheduling and Technology Support.** Ensuring accessibility for all students. University funding has also provided students in need with new computers.
- **Dedicated Student Services.** Based on student need, academic and mental health supports include the following:
  - Development the School of Behavioral Health Writing Center tailored to support students with writing and/or ESL challenges.
  - The School of Behavioral Health Resiliency Clinic, offering behavioral health services to online students, particularly those without mental health insurance coverage.
  - When a student expresses an academic need, the program makes every effort to provide appropriate support. In the past, services have included individualized assistance with statistics, proofreading, and tutoring.
- **Pipeline and Outreach Programs.** Encouraging underrepresented students to enter healthcare and social service professions—which are activities supported by both the DSW faculty and students:
  - Behavioral Health Academy: A mental health pipeline academy provided through the School of Behavioral Health is a one-week educational program for high school students from diverse backgrounds that exposes participants to behavioral health careers while providing free college credits-transferable to any institution.
  - Discovery Program: A summer program for minority high school students interested in health professions, offering SAT prep, financial aid guidance, and career shadowing.
  - The program also invest in our MSW students with the hope that some will continue their professional growth by pursuing a DSW in the future. The clinical nature of the MSW curriculum, combined with the years of professional experience required for admission to the DSW, provides a strong foundation for graduates who aspire to return to Loma Linda University to advance their leadership practice through doctoral education.

## **Examples of Each A DEI Area Within the Implicit Curriculum**

### ***Antiracism***

Antiracism within the implicit curriculum focuses on actively addressing and dismantling systemic racism, promoting racial justice, and fostering an institutional culture that challenges oppression.

- **University-Wide Initiatives.** The University President’s regular communications addressing social justice issues ensure that the institution remains committed to racial equity and the safety of students of color, national origin, and all areas of diversity.
- **Faculty and Staff Training.** Ongoing professional development workshops focus on implicit bias, antiracism, and cultural humility, equipping faculty and staff to create anti-racist and equitable learning environments. Our most recent training focused on *Balancing Compassion and Rigor: Supporting Students While Upholding Academic Standards*.
- **Alumni and Community Engagement.** Guest speakers, panels, and discussions led by professionals highlight anti-racist practice, systemic advocacy, and culturally responsive interventions, ensuring students engage with real-world applications of antiracism.
- **ADEI Climate Survey.** The program’s annual survey collects data on students’ experiences with ADEI integration in the classroom, allowing for ongoing refinement of policies and education to combat systemic racism and improve inclusivity.

### ***Diversity***

Diversity efforts in the implicit curriculum focus on ensuring that students from various backgrounds feel represented, included, and supported in their educational journey.

- **MSI and HSI Designation and Student Demographics.** LLU’s designation as a Minority Serving Institution (MSI) and Hispanic Serving Institution (HSI) reflects its diverse student body (63% identifying as Hispanic, Black, or Asian), reinforcing institutional support for diverse perspectives.
- **Participation in Student Organizations.** Organizations such as the African Network (AfriNet), Association of Latin American Students (ALAS), Black Health Professional Student Association (BHPSA), and the Sexuality and Gender Alliance provide community, advocacy, and networking opportunities that celebrate and uplift students’ cultural identities.
- **Global Social Work Perspective.** The International Behavioral Health Trauma Team (IBHTT) and recent faculty-led interventions in Ukraine, Egypt (Sudanese refugees), and the Caribbean (Hurricane Beryl) expose students to understanding diverse global social work leadership practices.

### ***Equity***

Equity initiatives aim to ensure fair access, opportunities, and resources for all students, particularly those from marginalized and underrepresented backgrounds.

- **Scholarships and Grants.** Over 90% of DSW students receive financial support through Kaiser, university, school and/or department scholarships, ensuring students from marginalized backgrounds have equitable access to education.

- Financial Support for International and Professional Learning Experiences. DSW students receive \$1,000 toward Students for International Mission Service (SIMS) trips, reducing financial barriers to global learning and advocacy. All DSW students are eligible to receive \$500 toward attendance at a professional conference promoting engagement with professional communities prior to graduation.
- Pipeline and Outreach Programs. The Behavioral Health Academy and Discovery Program encourage underrepresented high school students to pursue careers in behavioral health and social work, increasing diversity in the profession.
- Expanded Online Education. The online DSW program expands access to students in rural and underserved areas, such as San Bernardino, the high desert communities (e.g., Barstow and Victorville), and low desert communities (e.g., Indio), ensuring students can remain working in their communities while earning their degrees.

### ***Inclusion***

Inclusion efforts ensure that diverse voices are actively engaged in decision-making, leadership, and professional development opportunities within the DSW program.

- Student Input. Participatory opportunities ensure that students from all backgrounds have an active role in shaping policy and curriculum through open doctoral meetings and forms.
- Chapel Programs. Chapel and Micah 6:8 provide social justice-themed presentations that have also featured DSW faculty and students. These offerings provide spaces for inclusive discussions on faith, justice, and advocacy. Chapel services and the Micah 6:8 program are accessible both in- person and online, with recorded messages available for students with scheduling conflicts.
- The Applied DSW Project mentorship seminar format provides peer consultation and feedback along with faculty guided discussions that emphasize intersectionality, identity, and justice in clinical leadership, fostering and modeling inclusive learning environments.
- Faculty Research and Scholarship. Faculty actively publish on topics related to racial and social justice, ensuring that research aligns with ADEI principles. Examples include studies on Afghan mental health, racial equity in social welfare, and gatekeeping theory in social work education.

### **Continuous Efforts to Strengthen ADEI Within the Implicit Curriculum**

The DSW program remains committed to advancing ADEI within its implicit curriculum by implementing continuous and ongoing efforts that evolve based on student feedback, institutional priorities, and broader societal needs. These efforts ensure that ADEI is not static but instead remains a dynamic and integral part of the learning environment. Examples of our continuing efforts to strengthen the implicit curriculum include the following:

1. **Strengthening Program Commitment to ADEI:** The program actively integrates ADEI into its organizational culture, faculty development, and student support services, ensuring that equity and inclusion are woven into every aspect. The program is committed to the following continuous efforts:
  - Ongoing faculty and staff training including ADEI-focused professional development,
  - Ongoing messaging to students, faculty and staff during times of uncertainty addressing racial and social justice concerns, reinforcing LLU's and the program's commitment to diversity, equity, and inclusion.
  - Expansion of scholarships and financial supports for first-generation students and students of color, ensuring that cost is not a barrier to accessing an DSW degree.
  
2. **Advancing Inclusive Student Leadership and Engagement:** The DSW program ensures that students have a voice in program development and governance while creating spaces for leadership opportunities that reflect diverse experiences. We commit to the following continuous efforts:
  - Ongoing student leadership participation opportunities that support ensure diverse student representation.
  - Increased student-led ADEI initiatives by encouraging students to design and lead projects that promote social justice, antiracism, and community impact.
  - Strengthening student organization collaboration by continuing to support and engage with culturally focused student organizations, including African Network (AfriNet), Association of Latin American Students (ALAS), and Sexuality and Gender Alliance for example.
  
3. **Commitment to Accessibility and Inclusion for All Students:** Recognizing the importance of barrier-free education, whereby the program continues to expand accessibility measures that promote equitable learning opportunities. The program is committed to the following continuous efforts:
  - Increased technological and educational support for underserved students by providing needed materials that ensures that technological barriers do not limit access to education.
  - Ongoing expansion of services through our School of Behavioral Health Resiliency Clinic which provides behavioral health services for online students who may not have access to insurance.
  - Expansion of our School of Behavioral Health Writing Center to expand services beyond writing skills to include tutoring, increased support for learning disabilities, and improved study habits.
  
4. **Annual ADEI Climate Survey**
  - **Every June:** The program administers an ADEI Climate Survey to students. This survey measures perceptions of inclusivity, equity, and the effectiveness of ADEI-related curriculum components. The survey provides quantitative and qualitative data regarding both the program's explicit and implicit curriculum.
  - **By September:** Results are analyzed and presented to the full faculty, which then establishes specific action items to address identified gaps.
  - One noted finding of the 2025 report impacting our implicit curriculum indicates that students experience a high level of inclusion, respect, and belonging, reflecting that the

program's values are not only taught but also lived in practice. Students reported feeling valued (average 4.6) and a strong sense of belonging (4.5), with the 2027 graduating cohort rating these experiences especially high (4.9 for both). Respondents also expressed that they are treated with respect (4.8) and feel comfortable voicing concerns about bias or discrimination without fear (4.6). Few students reported feeling isolated or unwelcome (1.5 overall), suggesting that the program's implicit culture reinforces an affirming and supportive environment. These findings demonstrate that the DSW program's community dynamics and faculty-student interactions embody ADEI principles, with recent cohorts experiencing the most positive and inclusive climate to date. Further outcomes and recommendations from the ADEI Climate Survey are presented in section D5.0.2(a-b).

## Conclusion

The DSW program remains steadfast in its commitment to integrating ADEI within its implicit curriculum, ensuring that social work students are prepared to engage in anti-racist, anti-oppressive, culturally responsive, and equity-driven practice. These ongoing efforts are not static as the program continuously adapts and evolves, informed by student voices, community partnerships, and global social work needs. Through institutional and program policies, faculty development, student participation, and accessibility initiatives, LLU fosters an inclusive and mission-driven environment where ADEI is at the core of social work education and professional clinical leadership practice.

### **b. The program addresses all program options.**

#### Check One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

## Explicit Curriculum

**Accreditation Standard D3.0.1:** The program has at least one area of focus that prepares students for substantive expertise beyond the master's level in one or more areas of social work practice. For each area of focus, the program implements the core expertise and skills (and any additional core expertise and skills added by the program).

### **a. The program identifies its area(s) of focus.**

#### Area of Focus #1: Clinical Leadership

### **b. For each area of focus, the program provides any additional core expertise and skills added by the program (if applicable)**

- The program’s curriculum implements the six (6) core expertise and skills *only*.
- The program’s curriculum implements the six (6) core expertise and skills *and additional core expertise and skills added by the program*.

**c. For each area of focus, the program provides a rationale for its curriculum design.**

## **Area of Focus #1: Clinical Leadership**

### **Rationale for Curriculum Design**

The design of the DSW curriculum is guided by a clear set of theoretical, conceptual, and pedagogical foundations. Drawing from social justice and anti-racist frameworks, leadership theory, resiliency and trauma theory, and neuroscience-informed practice, the curriculum emphasizes whole person care as central to doctoral-level social work education. Evidence-based practice and implementation science provide the models for translating research into clinical innovation, while adult learning and cohort-based pedagogies shape program delivery. The curriculum is carefully sequenced to build from foundational theory and methods to advanced integration and application in leadership and practice.

Building on these guiding foundations, the DSW curriculum is intentionally organized around seven integrated content areas. Together, these areas build the core expertise and skills necessary for doctoral-level leadership, scholarship, and clinical innovation. Each reflects the program’s mission and Loma Linda University’s emphasis on whole person care.

**1. Theory, Analytical Analysis, and Social Justice:** This content area develops the expertise to critically analyze theories and practice frameworks within historical, comparative, and global contexts. Students learn to integrate social justice perspectives, evaluate evidence-based practices, and conduct advanced policy analysis. These skills equip graduates to identify systemic inequities, promote anti-racist and anti-discriminatory practices, and apply theory to advance clinical innovation.

**2. Clinical Interventions:** Students gain advanced skills in designing, implementing, and adapting clinical interventions that respond to complex client and community needs. Courses emphasize neuroscience, trauma, and resiliency frameworks to prepare students for work in diverse and global contexts. Graduates emerge with the substantive expertise to strengthen clinical outcomes and to translate emerging science into practice.

**3. Clinical Leadership, Management, and Program Development:** This area cultivates skills in leading teams, supervising practitioners, and managing organizations and systems of care. Students learn leadership theory, program design, implementation, and evaluation to support ethical, sustainable, and innovative practice. The emphasis on outcomes monitoring and systems change ensures that graduates are prepared to direct programs that meet the needs of diverse populations.

**4. Academic Leadership and Practice:** Students build expertise in teaching, mentoring, and knowledge dissemination. Through integrative academic seminars, they practice instructional

design, curriculum development, and professional scholarship. This area equips graduates to mentor the next generation of practitioners and extend their influence through academic and professional settings.

**5. Research:** This content area develops the skills to critically evaluate, conduct, and apply practice-relevant scholarship. The research sequence in statistics, research methods, and implementation science equips students to engage in doctoral-level inquiry and produce work that strengthens the evidence base for leadership in clinical social work. Students learn to translate scientific findings into actionable strategies for practice and policy.

**6. Spirituality, Ethics, and Whole Person Care:** Reflecting Loma Linda University's distinctive mission, this area fosters expertise in integrating ethical and spiritual dimensions into practice and leadership. Students examine bioethics, wholeness, and the theology of human suffering, preparing them to honor human dignity and provide whole person care. These skills ensure graduates are prepared to address the intellectual, social, physical, and spiritual aspects of well-being in diverse practice settings.

**7. Applied DSW Project:** The Applied DSW Project develops the skills necessary to design, implement, and defend a rigorous scholarly project that advances leadership in clinical social work practice. Beginning in Year 1 and continuing through Year 3, the project sequence ensures students integrate theory, research, leadership, and ethics into a doctoral-level contribution to the profession. The project also strengthens expertise in dissemination, as students are required to present their work to professional audiences.

In sum, the seven content areas are intentionally sequenced and interrelated. Theory and research provide the foundation for clinical intervention design and leadership practice. Leadership and academic practice ensure that students can translate research and theory into organizational and educational contexts. Spirituality, ethics, and whole person care ensure that practice and leadership reflect Loma Linda University's mission and values. Finally, the Applied DSW Project serves as the integrative capstone where all knowledge and skills converge into a scholarly contribution with direct relevance for clinical leadership in professional social work practice.

## **Required Courses**

**SWCL 601. Fundamental Statistics. 3 Units.** Focuses on basic, foundational behavioral statistics. Includes causality, levels of statistical measurement, frequencies distribution, measures of central tendency, dispersion, probability theory, normal distribution, t-tests, ANOVAs, and regressions.

**SWCL 602. Data Analysis and Applied Statistics. 3 Units.** Provides a comprehensive introduction to utilizing data for diverse leadership applications. Engages students in identifying trends, tracking outcomes, evaluating programs, and making informed decisions based on data analysis. Emphasizes quantitative, qualitative, and mixed-method approaches. Requires hands-on work with applied project data and case studies, actively involving students in data analysis and gaining a deeper understanding of real-world applications.

**SWCL 604A. Integrative Seminar: Academic Practice. 1 Unit.** The first of three seminars focusing on the art and science of social work education, developing a teaching philosophy, instructional teaching methodologies, grading, educational ethics, and student assessment.

**SWCL 604B. Integrative Seminar: Academic Practice. 1 Unit.** The second of three seminars on careers in social work education. Focuses on course subject and curriculum development and participating in social work accreditation.

**SWCL 604C. Integrative Seminar: Academic Practice. 1 Unit.** Third of three seminars on careers in social work education. Examines preparation for career opportunities in social work education, and the role of faculty in institutional, school, and program engagement and governance. Discusses scholarship expectations, student advising, and mentoring. Guidance on applying and interviewing for positions.

**SWCL 610. Diversity Theory and Global Perspectives. 3 Units.** Critically examines contemporary theories of diversity as seen through the lens of a global perspective, including intersectionality. Provides opportunity to apply these theories using a cultural humility framework for engaging diverse populations in clinical, policy, and research practice.

**SWCL 615. Comparative Social Work History and Practice, Evidence-based Practice and Social Justice. 4 Units.** Compares philosophical and historical practice perspectives, addressing social justice and ecological well-being. Examines evidence-based, research-informed, and promising practices.

**SWCL 626. Program Design, Evaluation and Monitoring. 4 Units.** Addresses formative and summative evaluations using quantitative, qualitative, and mixed-method designs. Emphasizes program evaluation and collaboration with stakeholders to ensure evaluation reports meet intended purposes. Includes program methods for the development of a consistent program design and evaluation plan. Utilizes assessment of program needs to address theory and adherence, process and performance, outcomes, impact, and efficiency in program design, evaluation, and monitoring.

**SWCL 630. Clinical Interventions and Design. 3 Units.** Examines cutting-edge evidence-based practice applications supporting services for populations with compound needs in hard-to-service complex communities and systems. Divides content into three areas including clinical interventions, program design, and clinical measures to assess clinical outcomes and service delivery impact.

**SWCL 650. Neuroscience, Resiliency and Trauma-Focused Global Practice. 3 Units.** Examines neuroscience framework and bio-ecological research that underpin resiliency and trauma-informed methods. Emphasis on identifying intervention models that are ethno-racial adaptive and provide evidence of transformative sustainable results.

**SWCL 654. Research Methods I. 4 Units.** Presents advanced quantitative research methods, emphasizing experimental and quasi-experimental designs. Examines specific methodologies

used in conducting research in the area of social work research. Includes topics of measurement issues, research design, sampling, and statistical interpretation. Addresses survey research, time-series designs, and more advanced techniques.

**SWCL 655. Research Methods II. 4 Units.** Presents advanced qualitative and mixed research methods, emphasizing selected qualitative and mixed research methodologies specific to clinical and health-services research. Covers topics including theoretical bases for conducting qualitative research; research design; data gathering, including interviewing, observation, archival and historical research, and data analysis and writing. Introduces various methods for integrating qualitative and quantitative methodologies.

**SWCL 658. Advanced Policy Analysis and Research. 3 Units.** Presents conceptual and analytical requirements of policy analysis and research. Examines integration of behavioral, political, economic, and sociometric frameworks for understanding human conditions that support the development of formal policy arguments and policy research for sustained change.

**SWCL 660. Implementation Science. 3 Units.** This course introduces students to the interdisciplinary field of Implementation Science. Students will learn key principles, theories, frameworks, and strategies for applying implementation science to social work practice. Topics include terminology, evolution of the field, outcome measurement, evaluation methods, and barriers and facilitators to implementing evidence-based programs and policies. Case examples from real-world service settings will be used throughout the course to connect theory and practice.

**SWCL 670. Clinical Leadership I. 3 Units.** Knowledge and skills for effective management of clinical systems, supervision, management and evaluation of clinical teams, and educational andragogy.

**SWCL 680. Clinical Leadership II. 3 Units.** Examines principles of executive leadership in highly charged and large-scale outcome environments, including role and methods of guiding strategic planning, financial management and judgement, cost/benefit analysis, resource development; and informatics.

**SWCL 689. Applied Project Conceptualization. 2 Units.** Provides an opportunity to work with a student's project chair in writing a concept paper used to guide the development of their applied DSW project proposal.

**SWCL 690. Applied Project I. 2 Units.** This course guides DSW students through the development of Chapter Two of their Applied DSW Project Proposal, with a focus on conducting a rigorous and organized literature review.

**SWCL 691. Applied Project II. 2 Units.** This course supports DSW students in the development of Chapters One and Three of their Applied DSW Project Proposal. Students will refine the articulation of their problem statement, project significance, and guiding research or practice questions in Chapter One, while building a clear and rigorous methodological framework in Chapter Three.

**SWCL 692. Applied Project III. 2 Units.** This course supports DSW students in the development of the Applied DSW Project Proposal and IRB application. Students will refine the articulation of chapters one, two and three of their project through ongoing collaboration with their project chair and committee members.

**SWCL 693. DSW Project I. 4 Units.** Requires conducting a program evaluation, needs assessment, or a supported research project as determined by applied DSW project objectives.

**SWCL 694. DSW Project II. 4 Units.** Requires conducting a program evaluation, needs assessment, or a supported research project as determined by applied DSW project objectives.

**SWCL 695. DSW Project III. 4 Units.** Requires conducting a program evaluation, needs assessment, or a supported research project as determined by applied DSW project objectives.

**SWCL 696. DSW Project IV. 4 Units.** Requires conducting a program evaluation, needs assessment, or a supported research project as determined by applied DSW project objectives.

**RELE 524 Bioethics and Society. 3 Units.** Explores—from Christian and philosophical perspectives—issues confronting both society and patients. Uses case studies to illustrate such themes as health disparities, AIDS policy, end-of-life care, and organ transplantation.

**RELR 540 Wholeness and Health. 3 Units.** Aids student in formulation of a portfolio that incorporates a variety of activities related to biblical concepts of wholeness. Addresses 1) the integration of mind/body/spirit, 2) strengthening relationships, 3) care of the environment, and 4) the healing of the nations from personal and professional perspectives.

**RELT 557 Theology of Human Suffering. 3 Units.** Suffering and evil in relation to the creative and redemptive purposes of God for this world. Focus on formation of student's theology of human suffering.

### When Each Required Course is Offered Within the Curriculum Design

Year 1			
Fall Quarter			
Course		Units	Day/Time
SWCL 610	Diversity Theory and Global Perspectives	3	Tue 6:00-9:00
SWCL 615	Comparative Social Work History and Practice, Evidenced Based Practice, and Social Justice	4	Thu 6:00-8:00
SWCL 604A	Integrative Seminar: Academic Practice	1	Thu 8:00-9:00
Winter Quarter			
Course		Units	Day/Time
SWCL 654	Research Methods I	4	Tue 6:00-9:00
SWCL 630	Clinical Interventions and Design	3	Thu 6:00-8:00

SWCL 604B	Integrative Seminar: Academic Practice	1	Thu 8:00-9:00
<b>Spring Quarter</b>			
<b>Course</b>		<b>Units</b>	<b>Day/Time</b>
SWCL 655	Research Methods II	4	Tue 6:00-9:00
SWCL 689	Applied Project Conceptualization	2	Thu 6:00-8:00
SWCL 604C	Integrative Seminar: Academic Practice	1	Thu 8:00-9:00
<b>Year 2</b>			
<b>Summer Quarter</b>			
<b>Course</b>		<b>Units</b>	<b>Day/Time</b>
SWCL 626	Program Design, Evaluation, and Monitoring	4	Thu 6:00-9:00
RELR 540	Wholeness and Health	3	Online
<b>Fall Quarter</b>			
<b>Course</b>		<b>Units</b>	<b>Day/Time</b>
SWCL 601	Fundamental Statistics	3	Thu 6:00-9:00
SWCL 650	Neuroscience, Resiliency and Trauma-Focused Global Practice	3	Tue 7:00-9:00
SWCL 690	Applied Project I	2	ARR
<b>Winter Quarter</b>			
<b>Course</b>		<b>Units</b>	<b>Day/Time</b>
SWCL 660	Implementation Science	3	Thu 7:00-9:00
SWCL 670	Clinical Leadership I	3	Tue 7:30-9:30
SWCL 691	Applied Project II	2	ARR
<b>Spring Quarter</b>			
<b>Course</b>		<b>Units</b>	<b>Day/Time</b>
SWCL 680	Clinical Leadership II	3	Thu 6:00-8:00
SWCL 692	Applied Project III	2	ARR
<b>Year 3</b>			
<b>Summer Quarter</b>			
<b>Course</b>		<b>Units</b>	<b>Day/Time</b>
RELT 557	Theology of Human Suffering	3	Online
SWCL 693	DSW Project I ( <i>research units</i> )	4	ARR
<b>Fall Quarter</b>			
<b>Course</b>		<b>Units</b>	<b>Day/Time</b>
SWCL 602	Data Analysis and Applied Statistics	3	Tue 6:00-9:00
SWCL 694	DSW Project II ( <i>research units</i> )	4	ARR
<b>Winter Quarter</b>			
<b>Course</b>		<b>Units</b>	<b>Day/Time</b>
SWCL 658	Advanced Policy Analysis and Research	3	Tue 6:00-9:00

SWCL 695	DSW Project III ( <i>research units</i> )	4	ARR
<b>Spring Quarter</b>			
<b>Course</b>		<b>Units</b>	<b>Day/Time</b>
RELE 524	Bioethics and Society	3	Online
SWCL 696	DSW Project IV ( <i>research units</i> )	4	ARR

## How Each Required Course Influences and Builds Upon One Another

The DSW curriculum is designed as a coherent and developmental sequence, where each required course contributes to building the core expertise and skills outlined in the program mission. The curriculum reflects both horizontal integration across content areas and vertical progression from core to advanced knowledge, culminating in the Applied DSW Project.

### 1. Theory, Analytical Analysis, and Social Justice

Courses in this area provide the intellectual framework for analyzing practice through social justice and global perspectives. SWCL 610 (Diversity Theory and Global Perspectives) introduces contemporary theories of diversity, intersectionality, and cultural humility. Building on this, SWCL 615 (Comparative Social Work History and Practice, Evidence-Based Practice, and Social Justice) situates these theories historically and comparatively, preparing students to analyze evidence-based practices through a justice-focused lens. SWCL 658 (Advanced Policy Analysis and Research) extends this progression by developing conceptual and analytical skills to integrate behavioral, political, and economic frameworks for sustained policy change. Together, these courses equip students to identify systemic inequities and generate scholarship that advances equity and inclusion.

#### Integration with Other Content Areas and Courses

- **Clinical Interventions:** Theories of diversity and social justice provide the foundation for designing interventions that are resiliency and trauma-informed, culturally responsive, and adaptive to global contexts (SWCL 630, SWCL 650).
- **Clinical Leadership, Management, and Program Development:** Policy and justice frameworks inform leadership courses (SWCL 670, SWCL 680) and program design (SWCL 626), ensuring leaders address inequities while implementing evidence-informed change.
- **Academic Leadership and Practice:** The theoretical grounding in justice and diversity informs the development of teaching philosophies (SWCL 604A–C), equipping future educators to model anti-racist and inclusive pedagogy.
- **Research:** Quantitative, qualitative, and mixed-methods courses (SWCL 601, 602, 654, 655, 660) require students to apply theoretical and justice-based frameworks in study design, data interpretation, and dissemination. Policy analysis (SWCL 658) also directly connects with implementation science (SWCL 660).
- **Spirituality, Ethics, and Whole Person Care:** Justice theories align with LLU’s whole person care practice perspective by integrating respect for human dignity and ethical reflection into social work practice (RELR 540, RELT 557, RELE 524).

- **Applied DSW Project:** The applied project sequence (SWCL 689–696) draws on the theoretical and justice perspectives learned here, requiring students to frame their research questions, literature reviews, and implications for practice through lenses of equity, inclusion, and systemic change.

## 2. Clinical Interventions

Courses in this area prepare students to design, select, and adapt interventions that address complex needs across individuals, families, groups, and communities. SWCL 630 (Clinical Interventions and Design) emphasizes evidence-based applications for complex systems and underserved populations, while SWCL 650 (Neuroscience, Resiliency, and Trauma-Focused Global Practice) expands on these skills through neuroscience-informed, resiliency- and trauma-responsive, and culturally adaptive methods.

### Integration with Other Content Areas and Courses

- **Theory, Analytical Analysis, and Social Justice:** Interventions are shaped by theories of equity, cultural humility, and systemic change. Courses such as SWCL 610, 615, and 658 ensure that students understand the theoretical grounding for resiliency- and trauma-informed and culturally adaptive practices. This integration reinforces the principle that interventions must both treat immediate needs and contribute to dismantling larger systems of oppression. Students thus approach clinical leadership practice with a dual focus: individual healing and systemic transformation.
- **Clinical Leadership, Management, and Program Development:** Leadership courses (SWCL 626, 670, 680) prepare students to embed evidence-based interventions into sustainable systems of care. Students learn to scale effective models and evaluate interventions within organizational contexts. The integration of leadership and interventions ensures that clinical innovations are not isolated but are embedded into larger structures that promote equity and access. Leaders become responsible for ensuring that interventions serve diverse populations with measurable impact.
- **Academic Leadership and Practice:** Knowledge of interventions enriches the teaching and mentoring components of SWCL 604A–C. Students prepare to instruct and mentor others in advanced clinical models, ensuring their teaching reflects current practice and justice-oriented approaches. The integration allows graduates to become educators who can shape curricula that emphasize both evidence-based practice and cultural responsiveness.
- **Research:** Courses in research methods (SWCL 601, 602, 654, 655) and implementation science (SWCL 660) teach students to rigorously test and refine interventions. Students learn to design research that evaluates intervention effectiveness while also attending to equity and inclusion. Implementation science bridges theory and practice, equipping students to adapt interventions in complex, fast-moving clinical settings. This integration ensures interventions are evidence-based, replicable, and adaptable across contexts.
- **Spirituality, Ethics, and Whole Person Care:** Interventions are enriched by LLU's emphasis on ethics, resilience, and dignity (RELR 540, RELT 557, RELE 524). Students learn to design practices that respect the spiritual and cultural dimensions of clients' lives.

This integration ensures interventions are not only clinically effective but also wholistic and compassionate.

- **Applied DSW Project:** Many doctoral projects focus on designing, testing, or adapting interventions. Students apply trauma-informed and resiliency-based models (SWCL 630, 650) to create practice innovations that address disparities. This ensures the intervention knowledge gained in coursework is directly applied in rigorous, practice-based scholarship.

### 3. Clinical Leadership, Management, and Program Development

This area builds the expertise necessary to lead organizations, manage teams, and design sustainable programs. SWCL 670 (Clinical Leadership I) introduces foundational leadership skills, supervision, and team management. SWCL 680 (Clinical Leadership II) develops executive-level decision-making, including strategic planning and financial oversight. SWCL 626 (Program Design, Evaluation, and Monitoring) prepares students to evaluate and improve programs through rigorous assessment methods.

#### Integration with Other Content Areas and Courses

- **Theory, Analytical Analysis, and Social Justice:** Leadership courses (SWCL 626, 670, 680) are deeply informed by justice and equity frameworks from SWCL 610, 615, and 658. Students learn that true leadership involves embedding ADEI principles into strategic planning, supervision, and program development. This integration ensures leaders can advocate for systemic reform and create inclusive, equitable environments.
- **Clinical Interventions:** Leadership skills are applied to sustain and scale interventions in clinical settings (SWCL 630, 650). Students learn to manage teams and systems to ensure evidence-based interventions reach the populations most in need. Leadership and intervention design together prepare graduates to deliver measurable impact on client outcomes.
- **Academic Leadership and Practice:** Teaching and academic seminars (SWCL 604A–C) highlight the overlap between leadership in clinical systems and leadership in academic settings. Students learn to guide curriculum development, participate in accreditation, and mentor peers, extending leadership skills beyond practice into higher education.
- **Research:** Leadership and program development are strengthened by the research sequence (SWCL 601, 602, 654, 655, 660), which provides the data analysis and evaluation skills necessary to guide organizational decisions. Leaders learn to make informed choices based on outcomes evidence, ensuring accountability and innovation.
- **Spirituality, Ethics, and Whole Person Care:** Courses in ethics and wholeness (RELR 540, RELT 557, RELE 524) guide leaders to integrate dignity, compassion, and values-based reflection into their decision-making. This integration ensures that leadership practices reflect the ethical commitments of both the profession and LLU's mission.
- **Applied DSW Project:** Student projects focus on organizational such as change processes, leadership models, or program evaluation. Students apply leadership skills to manage their projects and disseminate findings that influence both practice and policy.

This ensures that leadership knowledge culminates in applied scholarship that has real-world impact.

#### 4. Academic Leadership and Practice

This area prepares students for roles as educators and mentors in social work, equipping them to integrate clinical leadership expertise with academia. SWCL 604A–C (Integrative Seminars I–III) provide a developmental sequence beginning with teaching philosophy and instructional methods and advancing to curriculum design, accreditation, faculty responsibilities, and career development. Throughout the sequence, students engage with educational ethics, culturally responsive pedagogy, and ADEI principles, preparing them to model inclusive teaching and to guide the professional growth of future practitioners.

##### Integration with Other Content Areas and Courses

- **Theory, Analytical Analysis, and Social Justice:** Theories of diversity and justice (SWCL 610, 615, 658) are translated into inclusive teaching philosophies. Students develop anti-racist and equity-centered pedagogies that prepare them to model inclusive education. This ensures academic leaders can advance ADEI in classrooms and in broader accreditation processes.
- **Clinical Interventions:** Teaching is enriched by advanced clinical knowledge (SWCL 630, 650), ensuring academic leaders can train future practitioners in evidence-informed and culturally adaptive practice. Students learn to mentor colleagues and students in applying interventions to diverse populations.
- **Clinical Leadership, Management, and Program Development:** Leadership skills from SWCL 626, 670, and 680 intersect with academic leadership by preparing students to direct academic programs, manage accreditation, and contribute to institutional governance. This integration creates leaders who are effective in both practice and higher education.
- **Research:** Training in statistics, methods, and implementation science (SWCL 601, 602, 654, 655, 660) strengthens students' ability to teach evidence-based practice. Academic leaders learn to disseminate scholarship that is rigorous and practice-relevant, extending their influence as mentors and educators.
- **Spirituality, Ethics, and Whole Person Care:** Courses such as RELR 540, RELT 557, and RELE 524 ensure academic leaders integrate ethical reflection and whole person care into their teaching and advising. This prepares graduates to mentor students with compassion and integrity.
- **Applied DSW Project:** Students apply academic leadership skills by disseminating project findings in professional presentations and teaching contexts. This integration ensures that doctoral scholarship becomes a tool for teaching, knowledge-building, and academic service.

#### 5. Research

The research sequence develops doctoral-level scholarship through progressive training in statistics, methods, and applied analysis. SWCL 601 (Fundamental Statistics) establishes

statistical foundations. SWCL 654 (Research Methods I) develops advanced quantitative research design, while SWCL 655 (Research Methods II) introduces qualitative and mixed methods. SWCL 602 (Data Analysis and Applied Statistics) emphasizes applied data analysis for program evaluation and leadership decision-making. Finally, SWCL 660 (Implementation Science) ensures translation of research into practice.

### **Integration with Other Content Areas and Courses**

- **Theory, Analytical Analysis, and Social Justice:** Justice and equity frameworks (SWCL 610, 615, 658) guide research design, ensuring methods do not replicate systemic inequities. Students learn to critique research through a justice lens and to design projects that advance inclusion.
- **Clinical Interventions:** Research skills allow students to evaluate interventions (SWCL 630, 650), creating evidence that informs clinical practice. This integration ensures interventions are rigorously tested and culturally responsive.
- **Clinical Leadership, Management, and Program Development:** Leaders rely on research to make informed organizational decisions. Courses such as SWCL 626, 670, and 680 prepare students to use evaluation findings to guide programs and policies.
- **Academic Leadership and Practice:** Research strengthens teaching and mentorship (SWCL 604A–C), equipping future faculty leaders to train evidence-informed practitioners. Students also learn to contribute to scholarship as part of an academic leadership role.
- **Spirituality, Ethics, and Whole Person Care:** Ethical frameworks (RELR 540, RELT 557, RELE 524) guide responsible research practices. Students learn to balance scientific rigor with respect for dignity and cultural sensitivity.
- **Applied DSW Project:** The project sequence (SWCL 689–696) is the culmination of research training, requiring students to apply their statistical, methodological, and implementation science knowledge to a leadership practice-relevant study.

## **6. Spirituality, Ethics, and Whole Person Care**

This area reflects LLU’s mission to integrate faith and values into education and practice. RELR 540 (Wholeness and Health) explores wholistic well-being across intellectual, physical, social, and spiritual dimensions. RELT 557 (Theology of Human Suffering) addresses the meaning of suffering in clinical and spiritual contexts. RELE 524 (Bioethics and Society) equips students to address ethical dilemmas in healthcare and social work practice.

### **Integration with Other Content Areas and Courses**

- **Theory, Analytical Analysis, and Social Justice:** Justice perspectives (SWCL 610, 615, 658) align with whole person care by linking equity, dignity, and compassion. This integration ensures systemic analysis is grounded in ethical and spiritual commitments.
- **Clinical Interventions:** Interventions (SWCL 630, 650) are enriched by ethical and spiritual perspectives that acknowledge suffering, resilience, and dignity. Students design interventions that honor the full humanity of clients.

- **Clinical Leadership, Management, and Program Development:** Leadership courses (SWCL 626, 670, 680) are reinforced by ethical and spiritual reflection. Leaders learn to embed values of compassion and justice into organizational decision-making.
- **Academic Leadership and Practice:** Teaching and advising (SWCL 604A–C) are informed by whole person care, ensuring mentorship is values-based and compassionate. This integration prepares graduates to be ethical educators and advisors.
- **Research:** Ethical frameworks intersect with the research sequence (SWCL 601, 602, 654, 655, 660), ensuring scholarly work respects human dignity and promotes equitable knowledge production.
- **Applied DSW Project:** Projects (SWCL 689–696) must demonstrate ethical and spiritual reflection in design and dissemination. Students are trained to consider human dignity and justice as integral to scholarly contribution.

## 7. Applied DSW Project

The Applied DSW Project sequence is the capstone of the DSW program, integrating all prior coursework into a rigorous scholarly contribution. Beginning with SWCL 689 (Applied Project Conceptualization) in Year 1, students develop a concept paper with faculty chair guidance. SWCL 690–692 (Applied Project I–III) focus on literature review, methodology, and proposal defense. SWCL 693–696 (DSW Project I–IV) move students through data collection, analysis, findings, and dissemination.

### Integration with Other Content Areas and Courses

- **Theory, Analytical Analysis, and Social Justice:** Projects are framed by theories of justice and inclusion (SWCL 610, 615, 658), ensuring ADEI perspectives shape research design and outcomes.
- **Clinical Interventions:** Many projects evaluate or adapt interventions (SWCL 630, 650), directly applying clinical knowledge to practice-based scholarship.
- **Clinical Leadership, Management, and Program Development:** Projects often focus on program evaluation, organizational change, or systems leadership, applying frameworks from SWCL 626, 670, and 680.
- **Academic Leadership and Practice:** Findings are disseminated through professional presentations and academic venues, reflecting the skills learned in SWCL 604A–C.
- **Research:** The project sequence (SWCL 689–696) integrates the full research curriculum (SWCL 601, 602, 654, 655, 660), requiring rigor in methodology and analysis.
- **Spirituality, Ethics, and Whole Person Care:** All projects incorporate ethical and whole person considerations (RELR 540, RELT 557, RELE 524), ensuring scholarship reflects the dignity and values of the populations served.

### How a Student Progresses Through the Curriculum

The DSW program is organized as a cohort-based sequence, ensuring steady progression over three years. Each year integrates theory, research, interventions, leadership, spirituality/ethics, and applied scholarship, with specific areas emphasized at different points in the program to ensure students progressively deepen their expertise and apply it in increasingly advanced ways.

This intentional design allows students to build upon prior learning while focusing on the knowledge and skills most critical for their stage of doctoral development.

### **Year 1: Establishing Theoretical, Research, and Academic Foundations**

Students begin by grounding themselves in the intellectual and justice frameworks that inform doctoral-level social work. Courses in diversity theory (SWCL 610) and comparative social work history and social justice (SWCL 615) establish perspectives on antiracism, diversity, equity, and inclusion (A DEI), introducing students to frameworks of intersectionality and global practice that shape advanced clinical and leadership approaches. The Integrative Academic Seminar sequence (SWCL 604A–C) runs throughout the year, guiding students in developing a teaching philosophy, instructional methods, and early academic leadership skills. Research training begins with Research Methods I (SWCL 654) and continues with Research Methods II (SWCL 655), introducing advanced quantitative, qualitative, and mixed-method approaches. Clinical expertise is developed through Clinical Interventions and Design (SWCL 630), emphasizing evidence-based and culturally responsive practice. The year concludes with Applied Project Conceptualization (SWCL 689), where students prepare a concept paper under faculty guidance that lays the foundation for their doctoral project.

### **Year 2: Advancing Clinical Leadership, Research, and Applied Scholarship**

The second year builds on these foundations with an emphasis on leadership, program evaluation, and applied research. Students begin with Program Design, Evaluation, and Monitoring (SWCL 626) and Wholeness and Health (RELR 540), integrating evaluation methods with LLU’s emphasis on whole person care. They also complete Fundamental Statistics (SWCL 601) to strengthen research capacity and Neuroscience, Resiliency, and Trauma-Focused Global Practice (SWCL 650) to expand clinical expertise. The applied project sequence (SWCL 690–692) spans the year, guiding students through project development, literature review, methodology, and ultimately, the oral defense of their project proposal—a milestone that advances them to doctoral candidacy. Coursework in Implementation Science (SWCL 660) and Clinical Leadership I (SWCL 670) further equips students to translate research into sustainable practice innovations, while Clinical Leadership II (SWCL 680) prepares them for executive-level leadership roles.

### **Year 3: Integration, Application, and Dissemination**

The final year focuses on integrating all prior coursework into applied scholarship, leadership, and dissemination. Students deepen spiritual and ethical perspectives through Theology of Human Suffering (RELT 557) and Bioethics and Society (RELE 524), ensuring leadership and practice reflect respect for human dignity. Advanced research and policy analysis are emphasized through Data Analysis and Applied Statistics (SWCL 602) and Advanced Policy Analysis and Research (SWCL 658). The applied doctoral project sequence (SWCL 693–696) spans the entire year, taking students from data collection and analysis to final conclusions and dissemination. Students complete a public final oral defense of their project, demonstrating mastery of research, leadership, and applied practice. In addition, they are required to present

their findings at a professional conference, preparing them to contribute to the broader social work community and establish themselves as scholar-practitioners.

## **Overall Progression**

Across three years, students move from establishing theoretical, research, and pedagogical foundations to advancing applied leadership and culminating in their doctoral project. The curriculum ensures horizontal integration across areas, linking theory, interventions, research, leadership, and ethics, and vertical progression from knowledge acquisition to application, defense, and dissemination. By graduation, students are prepared as scholar-practitioners who can lead clinical innovation, conduct practice-informed research, teach and mentor future professionals, and advance ADEI principles and whole person care in diverse practice settings.

**d. For each area of focus, the program describes how students are prepared for substantive expertise beyond the master’s level in one or more areas of social work practice.**

### Area of Focus #1: Clinical Leadership

The DSW program is intentionally designed to move students beyond the knowledge and skills gained at the MSW level by developing substantive expertise in advanced clinical practice, leadership, applied scholarship, and teaching. Students are prepared through a structured progression that emphasizes depth, integration, and application.

### **Advanced Clinical Expertise**

Through courses such as SWCL 630 (Clinical Interventions and Design) and SWCL 650 (Neuroscience, Resiliency, and Trauma-Focused Global Practice), students move beyond MSW-level interventions to critically examining cutting-edge, evidence-based, and neuroscience-informed practices. They learn to design, adapt, and evaluate interventions for populations with complex needs and to integrate trauma-informed and culturally responsive methods into global and diverse contexts.

### **Leadership and Program Development**

At the doctoral level, students acquire expertise in directing organizations and systems of care. SWCL 670 (Clinical Leadership I) and SWCL 680 (Clinical Leadership II) cultivate skills in supervision, strategic planning, financial management, and executive decision-making. Combined with SWCL 626 (Program Design, Evaluation, and Monitoring), these courses prepare graduates to not only lead programs but to shape systems change through evidence-informed leadership.

### **Research and Applied Scholarship**

The research sequence extends well beyond MSW-level research competencies. Students progress from Research Methods I and II (SWCL 654, 655) and Fundamental and Applied

Statistics (SWCL 601, 602) to Implementation Science (SWCL 660), enabling them to design and test practice innovations. This advanced methodological training culminates in the Applied DSW Project (SWCL 689–696), where students produce original, practice-relevant scholarship that demonstrates doctoral-level rigor.

### **Academic Leadership and Teaching**

Through the Integrative Seminar sequence (SWCL 604A–C), students develop expertise in pedagogy, curriculum design, accreditation processes, and faculty leadership. These seminars prepare graduates to mentor, teach, and assume faculty roles, extending their influence beyond direct practice into the education and training of the next generation of social workers.

### **Integration of ADEI and Whole Person Care**

Throughout the curriculum, perspectives of antiracism, diversity, equity, and inclusion (ADEI) are advanced beyond the MSW level, equipping students to challenge systemic inequities in both practice and leadership. Courses in ethics and spirituality (RELE 524, RELR 540, RELT 557) further ensure that graduates integrate intellectual, social, physical, and spiritual dimensions into their practice and leadership, reflecting Loma Linda University’s practice perspective of whole person care.

### **Culminating Expertise**

By the conclusion of the program, graduates have developed substantive expertise in advanced clinical leadership, the program’s designated area of specialized social work practice. Through coursework, oral defenses, and dissemination of their doctoral projects at professional conferences, graduates demonstrate mastery of practice-informed scholarship that extends well beyond the MSW. This advanced expertise positions them to lead, innovate, and influence practice, policy, and organizational systems.

<p><b>e. For each area of focus, the program describes how its curriculum ensures opportunities for students to advance practice.</b></p>
---

#### **Area of Focus #1: Clinical Leadership**

The DSW curriculum ensures that students advance practice through a carefully sequenced integration of coursework, applied scholarship, mentorship, and professional engagement. At its core, the program emphasizes applied, experiential, and implementation-focused learning that moves beyond theory to practice innovation and leadership.

#### **Applied DSW Project**

The centerpiece of advancing practice is the Applied DSW Project, a multi-year scholarly endeavor that spans all three years of study. Beginning in Year 1 with conceptualization (SWCL 689), students identify a practice problem of significance and, under the mentorship of a faculty chair, develop a concept paper. In Year 2, students progress through proposal development

(SWCL 690–692), which includes literature review, methodology, and theoretical framework. The proposal defense, conducted at the end of Year 2, serves as both an oral milestone and a rigorous checkpoint for advancement to candidacy. In Year 3, students move into implementation and dissemination (SWCL 693–696), collecting and analyzing data, drawing conclusions, and articulating practice, policy, and educational implications. The final public defense ensures that students demonstrate mastery of their subject and contribute substantively to the profession.

### **Oral Defenses and Professional Dissemination**

Students complete two major oral defenses: one at the proposal stage (end of Year 2) and one at project completion (end of Year 3). These defenses require students to demonstrate mastery of scholarship and applied practice translation. In addition, all candidates must present their project at a professional conference, ensuring engagement with the broader social work community, receiving feedback from experts, and contributing to the advancement of clinical practice on a national or international stage.

### **Mentorship and Advisement**

From the outset, students are supported by academic advisors, and beginning in Year 1, each is paired with a faculty chair who provides sustained mentorship throughout the Applied DSW Project. This mentorship ensures personalized guidance in research, leadership development, and scholarly dissemination, creating opportunities for feedback-informed progression that mirrors clinical supervision. A second committee member is selected by the Applied DSW Project Chair in consultation with the student. The two -faculty committee supports the student through the completion of their project.

### **Integration of Coursework and Applied Scholarship**

Courses in theory, research methods, interventions, leadership, and ethics provide the intellectual and methodological tools students need to design and execute their applied project. For example, coursework in program evaluation (SWCL 626) and implementation science (SWCL 660) directly supports project development, while leadership courses (SWCL 670, 680) and diversity/social justice courses (SWCL 610, 615, 658) ensure that projects are equity-driven, contextually responsive, and designed for sustainable impact.

### **Experiential and Active Learning Opportunities**

Throughout the program, students engage in active learning strategies, including applied case analysis, program design projects, peer feedback, and mentoring experiences in the academic practice seminars (SWCL 604A–C). These cumulative and scaffolded experiences ensure that students not only acquire advanced knowledge but also practice applying it in real-world contexts. As part of their academic leadership preparation, students also design and deliver a module in the MSW program, gaining direct experience in curriculum development, teaching, and student engagement. These experiences strengthen students' skills as educators and mentors, while reinforcing their ability to integrate evidence, equity, and innovation into professional

leadership. Collectively, these experiences prepare graduates to advance practice as scholar-practitioners committed to whole person care and social justice.

**f. For each area of focus, the program describes how its curriculum is informed by professional practice communities.**

### **Area of Focus #1: Clinical Leadership**

#### **How Professional Practice Communities are Actively Engaged in the Explicit Curriculum**

The DSW program at Loma Linda University is intentionally embedded within the professional practice community, ensuring that both the program and its curriculum design, content, and delivery are continuously informed by practitioners, agencies, alumni, and students. This reciprocal relationship not only grounds the curriculum in current professional realities but also ensures that the program itself evolves in response to community needs, workforce demands, and advances in social work scholarship. Active engagement reflects the program's mission and Loma Linda University's emphasis on whole person care, bridging academic rigor with practice-informed innovation.

#### **Faculty Participation from Community Leaders**

The program benefits from the active involvement of two county Mental Health Directors, both DSW-prepared, who serve as adjunct faculty and contribute to curriculum design. Their ongoing participation brings an invaluable systems-level perspective into the program, ensuring that coursework is responsive to the complex realities of public behavioral health. These leaders contribute to shaping course content on program design, leadership, and policy analysis, directly linking classroom learning to the priorities of county systems of care. Because they also serve as instructors, students receive first-hand guidance from individuals actively managing large-scale behavioral health organizations. This dual role enriches both the teaching, and the curriculum development processes, creating continuity between practice and doctoral-level education.

#### **Structured Partnerships and Quarterly Meetings**

In addition to individual faculty contributions, the DSW program sustains structured partnerships with local agencies and convenes quarterly meetings with key community partners. These meetings create intentional space for dialogue about emerging issues, gaps in workforce preparation, and the effectiveness of current curricular strategies. Through this ongoing consultation, faculty and community leaders co-identify areas for growth and refinement. For example, community input highlighted the need for stronger emphasis on implementation science and program evaluation, leading to expanded coursework in these areas. The quarterly structure ensures engagement is ongoing rather than one-time, building accountability between the university and the professional community it serves.

## **Agency and Student Feedback in Curriculum Refinement**

Curriculum refinement is also directly shaped by the voices of students and agency partners. Student surveys and quarterly course evaluations provide data that faculty systematically review to inform program adjustments. This feedback loop allows for rapid responsiveness to student learning needs while also aligning with agency expectations for advanced practice leadership. In consultation with agencies, faculty identified that most students already hold LCSW licensure and have significant clinical expertise. Consequently, some advanced clinical courses were streamlined, while content in program development, evaluation, and leadership was expanded. This shift reflects a deliberate choice to position graduates as clinical leaders who can design and oversee innovative systems of care, rather than duplicating skills they already hold.

## **Alumni and Practitioner Mentorship**

The program also engages its alumni as part of the professional practice community. Graduates are invited to return as mentors for current students, guiding them through the complexities of doctoral education and leadership development. This mentorship provides continuity of support while reinforcing professional identity formation. Alumni mentors model the practitioner-scholar role, offering insight into balancing advanced leadership responsibilities with ongoing scholarship and clinical commitments. By engaging alumni, the program demonstrates a sustained cycle of professional community involvement, where past students contribute to the development of future doctoral leaders.

## **Applied DSW Projects in Community Settings**

Applied DSW Projects are perhaps the most visible point of intersection between the curriculum and the professional practice community. Students frequently design their projects in collaboration with their employing agencies or other community partners, ensuring their work responds to real organizational needs. Projects often involve program evaluations, needs assessment, or implementation of equity-centered leadership models. Students defend their proposals at the end of Year 2, complete a final defense in Year 3, and present their findings at professional conferences, extending their impact to broader professional audiences. These requirements guarantee that scholarship is practice-informed, disseminated, and useful beyond the classroom. In turn, agencies benefit from the data, recommendations, and innovations students bring forward, reinforcing the reciprocal nature of the program's engagement.

## **Regional Commitment and Responsiveness**

The Inland Empire of Southern California, one of the most diverse and underserved regions in the nation, provides the social, cultural, and professional context for the program. While the majority of students are from Southern California, the program also recruits from other high need areas across California. Faculty maintain strong ties with service delivery systems across California, ensuring that regional needs, such as addressing behavioral health disparities, poverty, systemic racism, and social injustice, are embedded into the curriculum. The program also reflects the demographics of California by supporting first-generation, non-traditional, and Hispanic doctoral students, advancing accessibility and equity in higher education. Ongoing

student surveys, agency consultations, and quarterly course evaluations allow faculty to continuously refine the curriculum in response to both regional, state, and national trends. This responsiveness demonstrates the program's dual commitment to local service and broader leadership in the profession.

### **Integration Across the Curriculum**

The engagement of the professional practice community informs every one of the seven integrated content areas of the DSW curriculum. Justice frameworks co-developed with practitioners shape courses in theory, analysis, and social justice. Community-driven feedback ensures that clinical interventions and leadership courses prepare students to design programs that are equitable, culturally responsive, and trauma-informed. Academic leadership content is reinforced through alumni mentorship and teaching opportunities in the MSW program, while agency collaborations shape applied research projects and implementation science training. Spirituality and ethics are contextualized by community-informed perspectives on human dignity and resilience. Finally, the Applied DSW Project embodies the fullest integration of professional practice engagement, requiring students to design, defend, and disseminate work that meets agency needs while advancing scholarship.

Through these ongoing collaborations, the program demonstrates that the curriculum is not designed in isolation but is continuously shaped by its professional practice community. This ensures that the DSW program remains academically rigorous, equity-driven, regionally responsive, and nationally relevant, preparing graduates to advance practice at the highest levels of leadership.

### **Professional Practice Communities' Impact on Curriculum Content, Development, and Delivery**

The professional practice community plays a central role in shaping the DSW program at Loma Linda University, ensuring that the curriculum is grounded in real-world needs and leadership demands. Faculty draw upon continuous feedback from practitioners, agencies, alumni, and students to refine the program so that it remains both academically rigorous and practice-informed.

#### **Impact on Content**

Ongoing consultation with community partners has directly influenced what is taught in the program. For example, agency leaders and alumni emphasized the need for stronger preparation in program development, evaluation, and implementation science. In response, courses were expanded in these areas while some advanced clinical content was streamlined, reflecting that most students already enter as licensed clinical social workers with significant practice expertise. Community perspectives have also reinforced the integration of antiracism, diversity, equity, and inclusion (ADEI) across courses, ensuring that content reflects both local and national priorities.

## **Impact on Development**

The program’s professional practice partners—including two county Mental Health Directors who serve as adjunct faculty—have significantly shaped curriculum development by advising on sequencing, highlighting workforce gaps, and ensuring that regional needs are addressed. Agency feedback was instrumental in moving the applied doctoral project sequence from Year Two to Year One. This shift has proven highly successful: it provided students with more time to refine their research questions; complete Institutional Review Board (IRB) requirements; and progress steadily through the project stages. As a result, all students in the most recent cohort completed their projects and graduated on time, a clear indicator of the effectiveness of this change.

## **Impact on Delivery**

The professional practice community also informs how the curriculum is delivered. Alumni and practitioners serve as mentors, guiding students in academic leadership and applied projects, while many students complete their Applied DSW Projects within their employing agencies. This integration strengthens ties between the university and the community while ensuring that doctoral projects are directly relevant to organizational needs. Students are also required to present their findings at professional conferences, reinforcing the program’s expectation that doctoral work contributes to the broader practice community.

Together, these contributions ensure that the DSW curriculum is co-created with the professional practice community, aligning advanced doctoral education with the realities of social work leadership. The result is a curriculum that prepares graduates to generate practice-relevant scholarship, design sustainable programs, and lead with equity, integrity, and innovation.

<b>g. For each area of focus, the program submits Form AS D3.0.1.</b>
---

## Form AS D3.0.1 | Curriculum Matrix

### Area of Focus Name: Clinical Leadership

#### Core Expertise and Skill 1: Advance practice through innovative approaches

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
SWCL 610: Diversity Theory and Global Perspectives	<p><b>Social Problems Literature Review &amp; Critique Paper Assignment</b></p> <p>In this major assignment, students select a social problem and analyze it through a theoretical framework covered in the course, such as Critical Race Theory or decolonizing methodologies. The paper requires students to critique how the issue has been conceptualized, researched, and intervened upon, and to propose theoretically grounded recommendations for future research or interventions. By requiring students to argue why current approaches are insufficient and to generate innovative, justice-oriented strategies, this assignment advances practice through innovative approaches.</p>	101
	<p><b>Module Lecture/Discussion Content That Promotes Innovative Approaches</b></p> <ul style="list-style-type: none"> <li>• Module 1: Ways Social and Behavioral Scientists “Know” &amp; Establishing Truth. Critiques the scientific method for flawed assumptions and cultural/gender biases, introducing paradigms, models, and theories as alternative epistemologies, advancing innovative approaches to social work knowledge and practice.</li> </ul>	103-111

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<ul style="list-style-type: none"> <li>• Modules 2–4: Critical Race Theory as Critique and Pursuit of Social Justice. Examines Critical Race Theory across institutional, individual, and social levels, applying CRT and related frameworks to transform teaching, research, and practice, fostering innovative strategies for addressing systemic inequities.</li> <li>• Modules 9–10: Deconstructing the Master Narrative. Engages inclusive and decolonizing research methodologies such as Community-Based Research, Testimonios, and Autoethnographies, advancing practice through innovative approaches that elevate marginalized voices and challenge dominant narratives.</li> </ul>	
SWCL 615: Comparative Social Work History and Evidence-Based Practice	<p><b>Evidence-Based Practice (EBP) Iterative Assignment (Parts A–D).</b></p> <p>Requires students to formulate a practice-focused research question, search and critically review literature, evaluate methodological limitations, and synthesize findings into an EBP paper. By guiding students to critique existing interventions, assess their impact on vulnerable populations, and develop recommendations that address social justice, trauma-informed, and resiliency frameworks, this assignment advances practice through innovative approaches.</p>	124-125
	<p><b>Module Lecture/Discussion Content That Promotes Innovative Approaches</b></p> <ul style="list-style-type: none"> <li>• Module 2: Clinical Interventions, Social Justice, and Human Rights – Historical Contexts. Examines how stigmatizing</li> </ul>	128-135

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>and pathologizing interventions have historically limited engagement with consumers, advancing practice through innovative, justice-centered approaches that integrate resiliency and trauma-informed care.</p> <ul style="list-style-type: none"> <li>• Module 3: Comparative Practice Approaches of Social Work and Other Professions. Reviews the enduring foundations of social work compared to other behavioral health fields, emphasizing social work’s distinct commitment to advocacy, wholistic care, and social justice, advancing innovative approaches rooted in professional identity.</li> <li>• Module 9: Social Work Grand Challenges. Engages students in understanding and applying the social work grand challenges to implement progressive, non-pathologizing practice changes, advancing innovative approaches to address emerging social needs.</li> <li>• Module 11: Student Presentations on Practice Transformation. Supports the dissemination of evidence-based practice renewal and transformation, advancing innovative practice approaches through peer dialogue and applied critique.</li> </ul>	
SWCL 630: Clinical Interventions and Design	<p><b>Evidence-Based Clinical Interventions &amp; Evaluation Paper Assignment (Parts I–III)</b></p> <p>This assignment requires students to contextualize populations and issues, apply theoretical frameworks, and identify modifiable pathways to inform innovative interventions. Students must research and analyze state-of-the-art interventions, map their implementation, and design a comprehensive program plan with</p>	183-186

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>standardized measures, fidelity strategies, and outcome evaluation. By integrating multimodal, evidence-based, and culturally responsive approaches, this assignment advances practice through the development of innovative intervention strategies that address complex needs in diverse communities.</p> <p><b>Module Lecture/Discussion Content That Promotes Innovative Approaches</b></p> <ul style="list-style-type: none"> <li>• Module 2: Clinical Intervention Design. Students map interventions and apply behavioral theories for maximum impact.</li> <li>• Module 3: Technology in Behavioral Interventions. Explores the role of technology and NIH Clinical Trials in designing innovative approaches.</li> <li>• Module 4: Intervention Fidelity &amp; Cultural Relevance. Students ensure innovation is grounded in real-world fidelity and cultural responsiveness.</li> <li>• Module 6: Social Justice Interventions. Integrates equity-based innovation, asking students to design interventions that address systemic barriers.</li> <li>• Modules 7–9: DBT, ACT, Motivational Interviewing. Students engage with evidence-based but adaptable and creative modalities that can be advanced for new populations.</li> <li>• Modules 10–11: Peer Presentations. Students share and refine innovative intervention strategies that can feed directly into their Applied DSW Projects.</li> </ul>	187-195

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>In sum: Each module above not only teaches evidence-based content but also requires students to innovate, adapt, and apply these approaches in new ways, clearly aligning with the skill of advancing practice through innovative approaches.</p>	
<p>SWCL 650: Neuroscience, Resiliency and Trauma-Focused Global Practice</p>	<p><b>Evidence-Based Neuroscience Intervention Paper Assignment (Sections IV &amp; V)</b></p> <p>Students “describe and discuss the current evidenced-based neuroscience-based interventions and/or approaches that are considered promising neuroscience-based practices” and “discuss the organizational issues that currently affect or could affect the implementation of evidenced-based neuroscience interventions.” This directly advances practice through the identification and application of innovative neuroscience-informed interventions for clinical populations.</p> <p><b>Presentation Assignment</b></p> <p>Students “present a summary of the findings of their <i>Evidence-Based Neuroscience Intervention</i> paper” and engage peers in discussion and critique. This assignment supports advancing practice by disseminating and refining innovative neuroscience-informed approaches through peer learning and professional dialogue.</p>	<p>212</p> <p>213</p>

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p><b>Module Lecture/Discussion Content That Promotes Innovative Approaches</b></p> <ul style="list-style-type: none"> <li>• Module 4: Neuroscience of Classic Therapeutic Interventions, Trauma-Informed Treatments, and Biomarkers. Focus on “emerging research to identify advanced biomarkers” and neuroscience underpinnings of interventions such as EMDR, somatic therapy, and TF-CBT — reflecting innovative practice approaches.</li> <li>• Module 5: Resiliency-Informed Interventions. Covers the “neuroscience of resiliency interventions, mind-body therapies, and brain-based promising interventions,” advancing practice through the integration of innovative resiliency frameworks.</li> <li>• Module 6: Importance of Brain-Based Interventions and Promising Practices. Examines “promising brain-based interventions” and methods for “evaluating intervention effectiveness,” directly connecting innovation with clinical practice.</li> <li>• Module 7: Neuroscience-Informed Global Practice Interventions. Applies “cultural and community-informed criteria” for selecting interventions in global practice environments, advancing practice through innovative, context-specific approaches.</li> <li>• Module 8: Clinical Leadership Innovation Perspectives. Explores “the leadership perspectives and challenges of transforming clinical environments to include neuroscience informed interventions,” advancing innovative practice at the organizational and leadership levels.</li> </ul>	218-225

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<ul style="list-style-type: none"> <li>Module 9: Translating Neuroscience for Practice, Education and Policy. Focuses on “the implications of integrating neuroscience into practice, education and social policy,” advancing practice through innovative translation of research into multiple domains.</li> </ul>	

### **Core Expertise and Skill 2: Use and critically evaluate research and knowledge**

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
SWCL 602: Data Analysis and Applied Statistics	<p><b>Course Assignments that Demonstrate Use and Critical Evaluation of Research and Knowledge</b></p> <ul style="list-style-type: none"> <li>Module 2: SPSS Codebook and Descriptive Statistics. Students organize and label data in SPSS, generate descriptive statistics, and submit a codebook with a summary table and narrative interpretation to demonstrate familiarity with variable types and SPSS functions.</li> <li>Module 3: Mini Analysis Plan. Students draft a concise analysis plan identifying appropriate statistical tests or outlining initial coding strategies and documentation plans, preparing for the next stages of analysis.</li> <li>Module 4: SPSS Assumptions and Trustworthiness. Students evaluate the rigor of their analysis process by conducting SPSS diagnostic checks (e.g., normality, homogeneity of variance) and writing a reflective memo addressing trustworthiness strategies (credibility,</li> </ul>	27

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>transferability), audit trail procedures, and researcher positionality.</p> <ul style="list-style-type: none"> <li>• Module 5: Thematic Memo. Students submit a thematic memo demonstrating early open or initial coding, summarizing emerging codes and meaning patterns, and begin organizing their analysis in NVivo.</li> <li>• Module 6. Revised Coding Summary and Peer Feedback. Students refine qualitative themes through focused or axial coding and provide constructive peer feedback on a classmate’s coding framework to support collaborative evaluation.</li> <li>• Module 8: SPSS Output and Thematic Visuals. Students either perform and interpret a repeated-measures ANOVA using SPSS or produce a thematic visual map using NVivo to synthesize and visually represent key findings from the analysis phase.</li> </ul> <p>This series of assignments requires students to apply appropriate statistical techniques using SPSS to prepare, analyze, and interpret quantitative data, to demonstrate competence in qualitative analysis including coding, theme development, and use of NVivo, and to integrate mixed-methods approaches for triangulation and convergence. Students evaluate analytical rigor and ethical standards by addressing issues of trustworthiness, bias, and positionality in both quantitative and qualitative findings. By integrating and interpreting findings across data types and constructing visual displays and summaries aligned with leadership and stakeholder needs, students demonstrate the ability to critically evaluate research and knowledge. This knowledge is directly applied to the Applied DSW Project.</p>	

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
SWCL 654: Research Methods I	<p><b>Course Assignments that Demonstrate Use and Critical Evaluation of Research and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Modules 4, 5: Peer-Reviewed Article Presentation. Students select a peer-reviewed article, analyze its research focus, study design, sampling and recruitment, data collection, instruments and measures, statistical analyses, findings, and implications, and use a quality appraisal tool to evaluate methodological strengths and weaknesses. This assignment strengthens students' ability to critically evaluate research and communicate findings effectively to an academic audience.</li> <li>• Modules 10, 11: Systematic Review Presentation. Students present the results of their systematic review through a professional PowerPoint presentation that summarizes the research problem, literature, significance, methodology, findings, and implications. This assignment allows students to synthesize research, critically evaluate evidence, and communicate results in a clear and professional manner.</li> <li>• Module 12: Systematic Review Paper. Students conduct a systematic review that demonstrates their ability to search, identify, synthesize, and critically appraise quantitative studies. The paper includes description of the research problem, methods (search strategy, inclusion/exclusion, quality assessment), results (study sample, findings, methodological quality), and a discussion of practice and policy implications. This assignment strengthens skills in evidence-based research, critical analysis, and scholarly writing.</li> </ul>	244-246

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<ul style="list-style-type: none"> <li>• Modules 4, 7, 9: In-Class Activities. Students critique peer-reviewed literature through facilitated breakout group discussions, strengthening their ability to analyze research rigor and applicability to social work contexts.</li> </ul> <p>This series of assignments requires students to critically evaluate peer-reviewed research, apply quality appraisal tools, conduct systematic reviews, and synthesize findings to inform practice and policy. By appraising methodological rigor, identifying limitations, and presenting findings through both oral and written formats, students develop the ability to use and critically evaluate research and knowledge. This knowledge directly informs their capacity for evidence-informed social work practice and supports the foundation for doctoral-level scholarly inquiry.</p>	
SWCL 655: Research Methods II	<p><b>Course Assignments that Demonstrate Use and Critical Evaluation of Research and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Module 2-9: Presentation of Assigned Article. Students analyze a peer-reviewed article (Background; Aim/Purpose; Sampling &amp; Recruitment; Data Collection Procedures; Qualitative Approach; Findings; Implications), complete Quality Appraisal “using the CASP checklist,” and address Ethics (ethical clearance, anticipated ethical issues, how addressed).</li> <li>• Modules 10, 11: Qualitative Study Proposal Presentation. Students present a qualitative study proposal (Background/Research Problem; Significance; Purpose &amp; Research Questions; Procedures; Qualitative Design &amp; Data</li> </ul>	265-266

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>Analysis plan; Trustworthiness &amp; Rigor; Consent &amp; Ethics; Professionalism).</p> <ul style="list-style-type: none"> <li>• Module 12: Qualitative Study Proposal. Students design and present a qualitative research proposal that includes Abstract, Introduction &amp; Problem Statement, Study Design (justify qualitative approach and discuss reflexivity and positionality), Sampling &amp; Recruitment, Data Collection, Data Analysis (coding, theme development, analytic strategies), Ethics &amp; Data Management (Informed Consent), Trustworthiness &amp; Rigor, and Appendices (consent forms, interview/focus group guides, recruitment materials, instruments).</li> <li>• Modules 2, 3, 5, 7: In-class Activities. Critiquing peer-reviewed literature through breakout group discussions.</li> </ul> <p>This series of assignments requires students to critically evaluate qualitative research studies for methodological rigor and quality, design a qualitative study, develop research questions, and apply appropriate methods while establishing trustworthiness and rigor. Students use the CASP checklist, justify the qualitative approach, discuss reflexivity and positionality, explain coding, theme development, and analytic strategies, describe consent and ethics, and communicate findings in a clear and professional manner, preparing them to contribute to qualitative research in social work practice.</p>	

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
SWCL 658: Advanced Policy Analysis and Research	<p><b>Assignments that Demonstrate Use and Critical Evaluation of Research and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Modules 5, 7, 9, 11: Class Facilitation. Students lead a class discussion on a book reading or social policy issues and/or analysis. The focus is how “narrative,” combined with other research methods, can be used to construct a policy argument.</li> <li>• Module 8: Infographic. Students develop a 1-page infographic that outlines the policy issues related to their dissertation proposal. The infographic should target a wide audience and showcase research on the issue through statistics, graphs or other visual representations of data. The topic should be original and ideally showcase original research.</li> <li>• Module 11: Policy Brief/BLOG/OpEd. Students develop a policy advocacy product that combines quantitative and qualitative data to influence policy. The product focuses on a specific policy, using specific data and research to support your policy direction, and is suitable for publication or posting—well-researched and well-written.</li> </ul> <p>Across these assignments, students demonstrate an understanding of research informed policy, apply appropriate analytical and research methods to policy questions, and combine quantitative and qualitative data with statistics, graphs or other visual representations of data to construct a policy argument and influence policy.</p>	286

### Core Expertise and Skill 3: Engage in scientific inquiry that reflects doctoral-level scholarship

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
SWCL 689: Applied Project Conceptualization	<p><b>Applied Project Concept Paper</b></p> <p>Several mini assignments throughout the course lead to the development of a concept paper. This process requires students to use and critically evaluate research and knowledge by engaging in an iterative process of project development that incorporates literature review, theoretical frameworks, annotated bibliography, methodological design, and assessment of strengths and limitations. Students learn to synthesize and critique research, integrate guiding theories, evaluate rigor, and apply ethical and ADEI considerations in project design. Through the <i>Applied Project Concept Paper</i>, students demonstrate the ability to develop, refine, and articulate an applied research project that advances social work knowledge and practice.</p>	376-377
SWCL 692: Applied Project III	<p><b>DSW Final Applied Project Proposal Assignment</b></p> <p>SWCL 692: Applied Project III represents the culmination of a rigorous, scaffolded research process that prepares students to engage in scientific inquiry at the doctoral level. Building upon foundational work in Applied Project I (literature review) and Applied Project II (introduction and methodology), this course requires students to synthesize and operationalize their conceptual framework, methodological design, and ethical considerations into a cohesive, research-ready proposal.</p> <p>Through iterative faculty mentorship, students refine their ability to critically evaluate and integrate quantitative, qualitative, or mixed-</p>	429-430

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>methods approaches. They demonstrate advanced competency in applying evidence-based reasoning, addressing issues of bias and positionality, and aligning inquiry with the principles of antiracism, diversity, equity, and inclusion (A DEI).</p> <p>By completing and defending their Applied DSW Project Proposal, students exhibit doctoral-level scholarship characterized by scientific rigor, conceptual depth, and practical relevance to clinical leadership. The proposal reflects mastery in designing a project that advances applied knowledge in social work practice, models ethical inquiry consistent with professional standards, and contributes to the ongoing development of evidence-informed clinical interventions. This product serves as both proof of scholarly inquiry and as a bridge to the implementation and dissemination phases that follow.</p>	

**Core Expertise and Skill 4: Develop and disseminate practice-relevant, research-informed knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration**

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
SWCL 604C: Integrative Seminar: Academic Practice	<p><b>Teaching Experience Assignment</b></p> <p>This assignment demonstrates doctoral-level dissemination of practice-relevant, research-informed knowledge through teaching, professional presentation, and scholarly reflection. In this culminating course, students design and deliver a “hot topic”</p>	80

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>seminar session for MSW field students and present a 20-minute version to DSW peers, translating current research and best practices into applied teaching. Each presentation integrates scholarly readings, addresses nuanced ADEI issues, and includes peer, instructor, and self-evaluations, reinforcing dissemination through multiple professional channels. The required Teaching Portfolio, which includes the final teaching philosophy, presentation materials, evaluations, and updated CV, serves as a scholarly artifact of dissemination and leadership in education.</p> <p>SWCL 604A and SWCL 604B build the foundation for this culminating dissemination. SWCL 604A develops students' teaching philosophies grounded in Freirean co-learning, epistemic privilege, and competency-based education, fostering theoretical and reflective grounding. SWCL 604B provides structured opportunities for practice teaching, presentation design, and alignment of learning objectives with professional standards, allowing students to refine teaching and assessment strategies. Together, these three courses progressively move students from understanding diverse ways of knowing (604A), to developing instructional competence (604B), to disseminating evidence-based knowledge in professional contexts (604C).</p>	
SWCL 610: Diversity Theory and Global Perspectives	<p><b>Social Problems Literature Review and Critique Paper Assignment</b></p> <p>SPOL 610: Diversity Theory and Global Perspectives builds doctoral students' capacity to critically examine how knowledge is generated, whose voices are privileged or excluded, and how epistemological frameworks shape social work theory, research,</p>	101-102

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>and practice. Through readings, reflective discussions, and critical analysis, students explore epistemic privilege, intersectionality, Critical Race Theory, and decolonizing methodologies as ways of expanding understanding beyond dominant paradigms.</p> <p>The <i>Social Problems Literature Review and Critique Paper</i> serves as the central product through which students synthesize and disseminate this learning. Using one of the theories and aligned frameworks covered in the course, students analyze a social problem of concern—often one that informs their future Applied DSW Project. The paper requires students to examine the breadth and scope of the issue using current research, discuss its social, monetary, and health implications, and critique how it has been conceptualized and intervened upon. Students are expected to engage deeply with literature, demonstrating how traditional research approaches may be insufficient or biased and offering theoretically grounded recommendations for further research or interventions that attend to Critical Race Theory and decolonization.</p> <p>By producing a comprehensive scholarly critique (typically 45–75 pages), students practice the doctoral-level task of organizing, evaluating, and articulating research-informed knowledge through a diversity and global lens. This assignment not only strengthens their understanding of diverse ways of knowing but also prepares them to disseminate complex, equity-focused analyses that advance social work practice, teaching, and scholarship.</p>	

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
SWCL 696: DSW IV	<p><b>Completed Applied DSW Project Assignment</b></p> <p>SWCL 696: DSW Project IV represents the culmination of the Applied DSW Project sequence and demonstrates the integration of doctoral-level scholarship, clinical leadership, and dissemination of applied knowledge. Building upon the foundation established in Applied DSW Project Proposal I–III, this final course guides students through the completion, defense, and dissemination of their research or practice-based project. Students refine their manuscripts, develop and present professional presentations, and engage in scholarly dialogue that advances clinical social work practice.</p> <p>Through iterative drafts, interaction documentation, and the defense process, students demonstrate the ability to synthesize research, practice, and leadership into a cohesive body of scholarly work. Weekly mentoring and feedback sessions with the Applied DSW Project Chair foster continual improvement, ensuring that students meet high standards of methodological rigor, ethical practice, and ADEI integration. The final product—a publishable level manuscript and oral defense—illustrates the student’s ability to produce research-informed knowledge that informs clinical practice, administration, policy, and education.</p> <p>This course directly supports the development of practice-relevant, research-informed dissemination by requiring students to produce multiple written and oral forms of communication that can be shared through professional channels such as teaching, presentations, and publication. The public defense models</p>	496-497

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>professional dissemination and peer engagement, while the discussion and implications chapters require students to translate research findings into actionable strategies for practice and leadership. Students are required to present their project findings at a regional, national, or international professional conference, reinforcing their role as clinical leaders who translate research into practice. Through these presentations, students communicate evidence-based insights to diverse audiences, advancing innovation in clinical practice, education, and policy. They are also encouraged to submit their work for publication, extending their scholarly impact and demonstrating doctoral-level dissemination of research-informed knowledge relevant to social work leadership and practice.</p>	

**Core Expertise and Skill 5: Provide leadership in social work practice and/or education**

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
SWCL 670: Clinical Leadership I	<p><b>Driving Organizational Change - A Leadership Plan for Sustainable and Inclusive Excellence Paper</b></p> <p>This course develops students' ability to provide leadership in social work practice and education by engaging them in assignments that apply leadership theories, management concepts, and organizational analysis. <i>Driving Organizational Change - A Leadership Plan for Sustainable and Inclusive Excellence Paper</i> most clearly demonstrates this outcome. In this assignment, students analyze the management structure and practices of a</p>	331-332

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>human services organization. They apply leadership theories, evaluate employee management and engagement, assess communication and crisis management, and examine how antiracism, diversity, equity, and inclusion are reflected in organizational practices.</p> <p>Through this process, students evaluate the effectiveness of leadership approaches and develop recommendations for change to improve leadership, management, and crisis response. The assignment requires students to integrate critical thinking, analysis, and practical application to assess how leadership influences staff motivation, organizational culture, and equity in practice.</p> <p>Together with the <i>Leadership Strengths Reflection Paper</i>, which helps students identify their personal leadership strengths and consider their application to social work, this course builds the foundation for effective leadership practice in social work organizations. These assignments collectively prepare students to analyze, apply, and reflect on leadership concepts central to clinical and organizational social work roles.</p> <p><b>Module Lecture/Discussion Content That Promotes Leadership in Social Work Practice</b></p> <p>Module 2: Leadership Theories. Examines major leadership theories such as transformational, servant, and authentic leadership, applying them to social work contexts and analyzing how they address or fail to address power, privilege, and systemic inequities.  Module 3: Organizational Culture and Change. Focuses on how leaders shape organizational culture through anti-racist, equitable,</p>	334-339

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>and inclusive practices, promoting systemic change and performance-based leadership within social service organizations.</p> <p>Module 4: Employee Motivation and Development. Explores how leaders can foster professional growth, promote diversity, and use equitable access to training and development to enhance staff performance and morale.</p> <p>Module 5: Effective Communication Skills. Emphasizes communication as a leadership tool for motivating staff, resolving conflict, and building strong relationships across diverse stakeholders in social work practice.</p> <p>Module 7: Productive Meeting Facilitation and Leadership of Clinical Teams. Develops practical leadership skills for managing teams, facilitating meetings, and leading interdisciplinary collaboration within clinical and organizational settings.</p>	
SWCL 680: Clinical Leadership II	<p><b>Executive Strategic Leadership Assignment Set</b></p> <p>This course builds students' capacity to exercise executive-level leadership in social work and health-related organizations by requiring the application of strategic analysis, fiscal planning, and resource development skills. The <i>Executive Strategic Leadership Assignment Set</i> most directly reflects this outcome. Through these integrated assignments, students assume the role of CEO of Aurora Health Collaborative and conduct a comprehensive SWOT analysis that examines internal strengths and weaknesses alongside external opportunities and threats impacting the organization's strategic direction.</p> <p>Leadership competence is further demonstrated as students develop a three-year budget that incorporates historical financial data,</p>	353-354

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>revenue projections, expense forecasting, and resource allocation strategies aligned with organizational priorities. Students must interpret financial indicators, make data-informed decisions, and allocate resources in ways that support the organization’s mission and long-term sustainability.</p> <p>The final component, the development of a grant proposal, requires students to transform their strategic and fiscal analyses into a compelling funding request that strengthens Aurora Health Collaborative’s capacity and sustainability. By synthesizing organizational assessment, budgeting, and external funding strategies, students exhibit the ability to lead complex health and human service systems and apply evidence-informed decision-making within an executive leadership framework.</p> <p><b>Module Lecture/Discussion Content That Promotes Leadership in Social Work Practice</b></p> <ul style="list-style-type: none"> <li>• Module 1: Executive Leadership in Social Work. Introduces executive competencies and differentiates between clinical and executive leadership roles in complex health and human service organizations.</li> <li>• Module 2: Strategic Planning Models and Stakeholder Engagement. Emphasizes leadership in designing and implementing strategic plans that align with organizational goals and integrate ADEI principles.</li> <li>• Module 3: Organizational Budgeting and Financial Management. Builds leadership decision-making skills through fiscal analysis and budget development for sustainable practice.</li> </ul>	356-360

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<ul style="list-style-type: none"> <li>• Module 4: Cost-Benefit Analysis and Resource Allocation. Focuses on evidence-based leadership and economic decision-making for effective resource use in human service organizations.</li> <li>• Module 6: Diversity in Organizational Leadership. Examines the role of leadership in conducting diversity audits, fostering inclusivity, and implementing equitable management practices.</li> </ul>	
SWCL 604C: Integrative Seminar: Academic Practice	<p><b>Teaching Experience Assignment</b></p> <p>This assignment serves as the culminating experience in the academic practice sequence, emphasizing leadership in social work education and professional practice. In this course, students demonstrate leadership by designing and teaching a “hot topic” seminar within MSW field courses, where they guide learners through the application of best practices, innovation, and ADEI considerations in real-world contexts. This assignment requires students to independently develop learning objectives, select scholarly readings, design interactive teaching materials, and implement evaluation strategies, modeling professional standards of educational leadership. Through these activities, students translate advanced clinical knowledge into accessible, practice-relevant instruction and support MSW students in professional skill development. The final Teaching Portfolio, which includes a refined teaching philosophy, collected teaching materials, and a professional CV, documents students’ growth as leaders in academic and professional arenas.</p>	80

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>The earlier seminars, SWCL 604A and SWCL 604B, build the theoretical and applied foundation for this culminating leadership experience. SWCL 604A introduces students to pedagogical philosophies, epistemic privilege, and the role of diversity and inclusion in teaching, preparing them to lead through reflexive and equitable instructional practices. SWCL 604B develops students' ability to design learner-centered courses and engage in practice teaching, emphasizing alignment with EPAS competencies and social work values. Together, these sequential courses cultivate the skills, confidence, and professional identity necessary for students to provide leadership in both social work education and advanced practice environments.</p>	

**Core Expertise and Skill 6: Develop and maintain substantive expertise in one or more areas of social work practice**

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
SWCL 670: Clinical Leadership I	<p><b>Driving Organizational Change - A Leadership Plan for Sustainable and Inclusive Excellence Paper</b></p> <p>This course builds foundational expertise in clinical leadership through assignments and readings that integrate leadership theory, organizational analysis, and equity-based practice. The <i>Driving Organizational Change-A Leadership Plan for Sustainable and Inclusive Excellence Paper</i> most clearly demonstrate this outcome.</p>	331-332

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>In the <i>Leadership Strength Reflection Paper</i>, students identify and analyze their top leadership strengths from the Clifton Strengths Assessment and examine how these strengths apply to social work leadership. They reflect on challenges and areas for growth and connect their findings to social work leadership competencies. This develops a self-aware foundation for effective and ethical leadership practice.</p> <p>The <i>Driving Organizational Change-A Leadership Plan for Sustainable and Inclusive Excellence Paper</i> extends this learning by requiring students to evaluate a human services organization using leadership theories, management concepts, and anti-racist, diversity, equity, and inclusion (ADEI) frameworks. Students assess leadership effectiveness, employee engagement, communication, and crisis management, and provide recommendations for organizational improvement. Through these analyses, students deepen their ability to apply leadership theories to practice environments, strengthening their substantive expertise in clinical and organizational leadership.</p> <p><b>Module Lecture/Discussion Content That Promotes the Development and Maintenance of Substantive Expertise in one or More Areas of Social Work Practice</b></p> <p>Module 1: Introduction to Clinical Leadership. Introduces leadership competencies and self-reflection through the Clifton Strengths assessment, aligning individual strengths with professional practice.</p>	334-339

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>Module 2: Leadership Theories. Explores transformational, servant, and authentic leadership, examining how each addresses power, privilege, and systemic inequities.</p> <p>Module 3: Organizational Culture and Change. Focuses on how leaders influence culture through anti-racist, equitable, and inclusive practices to promote systemic change.</p> <p>Module 4: Employee Motivation and Development. Examines leadership strategies that foster staff development, diversity, and equitable access to professional growth.</p> <p>Module 7: Productive Meeting Facilitation and Leadership of Clinical Teams. Provides practice in managing clinical teams and facilitating collaborative leadership in professional settings.</p>	
SWCL 680: Clinical Leadership II	<p><b>Executive Strategic Leadership Assignment Set</b></p> <p>This course supports the development of substantive expertise in advanced social work practice by requiring students to engage in executive-level organizational assessment, financial planning, and resource development. The Executive Strategic Leadership Assignment Set most directly reflects this outcome. Acting as CEO of Aurora Health Collaborative, students conduct a comprehensive SWOT analysis that assesses internal capacities, organizational challenges, and external factors shaping service delivery; skills central to expert-level practice in complex social service environments.</p> <p>Students further strengthen their expertise through three-year budgeting and forecasting informed by historical financial data, revenue trends, and cost structures common to health and behavioral health organizations. This work requires advanced</p>	353-354

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>competency in fiscal management, resource allocation, and strategic decision-making.</p> <p>The grant proposal assignment extends this expertise by requiring students to transform organizational needs and strategic priorities into a competitive funding request. By integrating their SWOT findings and budget projections, students demonstrate mastery in identifying service gaps, articulating organizational capacity, and aligning funding strategies with community needs and organizational goals. Together, these assignments cultivate and reinforce substantive expertise in organizational leadership, financial stewardship, and sustainability within social work and healthcare contexts.</p> <p><b>Module Lecture/Discussion Content That Promotes the Development and Maintenance of Substantive Expertise in one or More Areas of Social Work Practice</b></p> <p>Module 1: Executive Leadership in Social Work. Examines competencies of executive leaders in large systems and the differentiation between clinical and executive leadership roles.</p> <p>Module 2: Strategic Planning Models and Approaches. Develops the ability to formulate and assess strategic plans incorporating ADEI principles and stakeholder engagement.</p> <p>Module 3: Organizational Budgeting and Financial Management. Teaches how leaders analyze budgets, allocate resources, and ensure fiscal sustainability.</p> <p>Module 4: Cost-Benefit Analyses and Resource Allocation. Builds skill in evaluating economic impacts of leadership decisions and guiding efficient resource use.</p>	<p>356-360</p>



Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>knowledge about the “research-to-practice” gap and the role of implementation science in reducing health and social disparities. Develops leadership understanding of how implementation frameworks strengthen organizational effectiveness and improve outcomes.</p> <ul style="list-style-type: none"> <li>• Module 3: Implementation Theories, Models, and Frameworks. Explores theoretical foundations and models such as EPIS that guide evidence-based practice implementation. Builds expertise in using conceptual frameworks to plan, manage, and evaluate practice innovations—essential leadership skills in clinical and organizational contexts.</li> <li>• Module 5: Implementation Strategies. Familiarizes students with a range of implementation strategies and their relevance across phases. Strengthens clinical leadership by enabling students to select, adapt, and apply strategies aligned with agency goals, staff readiness, and client needs.</li> <li>• Module 6: Organizational and Contextual Factors. Examines organizational processes and contextual features that influence implementation. Advances leadership expertise in assessing organizational climate, facilitating change, and addressing barriers to effective program delivery.</li> <li>• Module 8: Models and Strategies to Promote Health Equity. Integrates health equity frameworks into implementation processes, preparing leaders to promote equitable access, culturally responsive care, and systemic accountability in practice settings.</li> </ul>	

<p>SWCL 626: Program Design, Evaluation, and Monitoring</p>	<p><b>Formal Program Design, Evaluation, and Monitoring Plan Assignment</b></p> <p>This culminating assignment synthesizes the knowledge, and skills students have developed throughout the course to design a comprehensive, evidence-informed program proposal grounded in clinical leadership. Building on prior mini assignments, students create a formal program model that includes a mission, goals, measurable objectives, logic model, and evaluation plan. The assignment emphasizes the integration of theory, research, and ethics in developing programs that promote accountability, effectiveness, and social impact within human service systems. Through this process, students develop and maintain substantive expertise in clinical leadership within social work practice, demonstrating their ability to apply implementation and evaluation strategies that bridge research and practice, guide decision-making, and sustain program quality and outcomes.</p>	<p>153-154</p>
	<p><b>Module Lecture/Discussion Content That Promotes the Development and Maintenance of Substantive Expertise in one or More Areas of Social Work Practice</b></p> <ul style="list-style-type: none"> <li>• Module 4: Students transition from a program hypothesis to program development using the logic model concept. They learn to formulate mission statements, goals, objectives, and activities; core leadership tasks that reflect competence in translating theory into operational practice and guiding teams toward measurable outcomes.</li> <li>• Module 5: Students expand leadership capacity by defining the elements of a program design, identifying budgeting systems, and creating line-item budgets that align resources with program goals. This module strengthens the ability to manage programs effectively and ensures fiscal</li> </ul>	<p>162-170</p>

Course Number & Title	Title and Description of How Course Content Implements the Core Expertise and Skill	Page Number in Volume 2 Syllabi
	<p>accountability which is an essential component of clinical leadership.</p> <ul style="list-style-type: none"> <li>• Module 7: Students demonstrate expertise in organizing program elements to collect and manage data that measure performance. They design data collection systems, integrate ethics and evaluation standards, and develop evaluation questions that align with logic models, reflecting advanced knowledge of evaluation and data-informed leadership.</li> <li>• Module 8: Students learn to apply theory-based and impact evaluation approaches to assess program effectiveness. By designing evaluations that measure both individual and organizational outcomes, they enhance their ability to use evidence to guide clinical and programmatic improvements.</li> <li>• Module 9: Students integrate qualitative and quantitative analyses to interpret findings, communicate results, and apply them to performance measurement and program monitoring. This stage cultivates advanced evaluative judgment and reinforces leadership in evidence-driven decision-making across social work systems.</li> </ul>	

**h. The program provides a syllabus in Volume 2 for each course listed on Form AS D3.0.1 to illustrate how its curriculum content implements the core expertise and skills (and any additional core expertise and skills added by the program) to prepare students for doctoral practice.**

**Check the box:**

The program provided a syllabus in Volume 2 for each course listed on Form AS D3.0.1 to illustrate how its curriculum content implements the six (6) core expertise and skills (and any additional core expertise and skills added by the program) to prepare students for doctoral practice.

**i. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D3.0.2:** The program identifies its students' required academic product(s), which demonstrates core expertise and skills and contributes to the advancement of practice related to the area(s) of focus. The academic product(s) reflects doctoral-level quality.

**a. For each area of focus, the program identifies its students' required academic product(s).**

**Area of Focus #1: Clinical Leadership**

- **Academic Product 1:** Applied DSW Project
- **Academic Product 2:** Professional Presentation

**b. For each area of focus, the program describes how the students' required academic product(s) demonstrates core expertise and skills and contributes to the advancement of practice related to the area of focus.**

**Area of Focus #1: Clinical Leadership**

- **Academic Product 1:** Applied DSW Project
- **Academic Product 2:** Professional Presentation

**How Students' Required Academic Product(s) Demonstrates Core Expertise and Skills**

The DSW program requires two culminating academic products - the Applied DSW Project and the Professional Conference Presentation - that together ensure graduates demonstrate clinical leadership, doctoral-level scholarship, and practice impact. These products are intentionally designed to complement one another: the Applied DSW Project develops original, practice-

informed research that integrates clinical leadership skills, ADEI principles, social justice, and evidence-based inquiry, while the Professional Conference Presentation requires students to disseminate their work to the broader professional community. Collectively, they reflect the six Core Expertise and Skills by preparing students to innovate in practice, critically evaluate and generate knowledge, engage in scientific inquiry, disseminate research-informed findings, provide leadership, and cultivate substantive expertise that informs both their professional identity and future contributions to the field.

### **Academic Product 1: Applied DSW Project**

The Applied DSW Project is the culminating academic product of the DSW program, demonstrating how students integrate doctoral-level scholarship with clinical leadership. It reflects the program's emphasis on clinical leadership, innovation, ethical practice, ADEI-informed scholarship, and the pursuit of social justice in clinical contexts. Supported through sequenced coursework, mentorship, and committee guidance, the Applied DSW Project requires students to design, implement, and defend an original project that addresses pressing challenges in practice and contributes to the advancement of the profession. By requiring systematic inquiry, rigorous application of theory, and dissemination of findings, the Applied DSW Project ensures that students graduate with the ability to lead as scholar-practitioners who shape the future of clinical social work. The project reflects the following six Core Expertise and Skills:

- Core Expertise and Skill 1: Advance practice through innovative approaches – Assesses, evaluates, and determines the need for new or adapted interventions, models, or strategies that respond to complex and evolving social work practice needs, ensuring that innovation is grounded in real-world clinical contexts.
- Core Expertise and Skill 2: Use and critically evaluate research and knowledge – Requires systematic literature reviews, critical evaluation of existing research, and integration of qualitative, quantitative, and mixed-methods approaches. Students apply anti-racist, diversity, equity, and inclusion (ADEI) frameworks to ensure that biases are identified and addressed in the creation and evaluation of knowledge.
- Core Expertise and Skill 3: Engage in scientific inquiry that reflects doctoral-level scholarship – Advances data-driven research or applied inquiry that demonstrates rigor, ethical standards, and methodological depth, while integrating a strong commitment to advancing equity and social justice within social work practice and policy.
- Core Expertise and Skill 4: Develop and disseminate practice-relevant, research-informed knowledge – Produces a manuscript suitable for publication and a public defense that communicates findings to both academic and professional audiences, ensuring that the knowledge generated contributes directly to the profession.
- Core Expertise and Skill 5: Provide leadership in social work practice and/or education – Positions students as clinical leaders who model values of integrity, compassion, service, and justice while influencing practice models, guiding program development, and shaping organizational strategies that advance client and community wellbeing.
- Core Expertise and Skill 6: Develop and maintain substantive expertise in one or more areas of social work practice – Cultivates deep specialization in an area of clinical leadership that informs practice innovations, strengthens the student's scholarly identity,

directs future employment opportunities, and ensures meaningful contributions to the profession.

## **Academic Product 2: Professional Conference Presentation**

The Professional Conference Presentation complements the Applied DSW Project by requiring students to disseminate their proposal or findings at a recognized national, international, or regional conference. This requirement emphasizes the importance of engaging with the broader professional community, sharing practice-relevant scholarship, and receiving peer feedback. By situating students within professional discourse, the presentation strengthens their role as clinical leaders and applied scholars who contribute to the advancement of the field. Presenting research to diverse audiences allows students to practice translating scientific inquiry into accessible formats, building confidence as thought leaders, and modeling doctoral-level scholarship that directly informs practice, education, and policy. This academic product reflects the following six Core Expertise and Skills:

- Core Expertise and Skill 1: Advance practice through innovative approaches – Highlights project findings that introduce or support the needs for new interventions, strategies, or models of clinical practice, encouraging dialogue about innovative approaches to addressing systemic challenges.
- Core Expertise and Skill 2: Use and critically evaluate research and knowledge – Synthesizes evidence, responds to peer feedback in real time, and engages with the profession’s knowledge base. Students demonstrate the ability to apply ADEI principles when interpreting and presenting evidence, ensuring that knowledge shared is equitable and inclusive.
- Core Expertise and Skill 3: Engage in scientific inquiry that reflects doctoral-level scholarship – Communicates findings that reflect rigorous, ethical, and doctoral-level scientific inquiry, while highlighting the role of scholarship in advancing social justice and shaping practice and policy.
- Core Expertise and Skill 4: Develop and disseminate practice-relevant, research-informed knowledge – Shares outcomes with professional audiences through oral and visual dissemination strategies. Presentations demonstrate students’ ability to distill complex research into accessible messages that influence practice and policy decisions.
- Core Expertise and Skill 5: Provide leadership in social work practice and/or education – Models professional leadership by shaping scholarly and professional conversations, encouraging evidence-based dialogue, and embodying the values of the profession. Students advance discourse on the role of clinical leadership in responding to emerging practice needs.
- Core Expertise and Skill 6: Develop and maintain substantive expertise in one or more areas of social work practice – Positions students as emerging experts whose work reflects cutting-edge, clinically relevant scholarship. By presenting at conferences, students expand their professional networks, refine their scholarly identity, and establish themselves as future leaders in the field.

## **How Students’ Required Academic Product(s) Contributes to the Advancement of Practice Related to the Area of Focus**

Both required academic products—the Applied DSW Project and the Professional Conference Presentation—are designed to advance the field of clinical social work by cultivating leadership that integrates scholarship, innovation, and equity-driven practice. Each product reinforces the program’s emphasis on preparing doctoral-level practitioners who lead change in complex behavioral health and social service environments.

### **Academic Product 1: Applied DSW Project**

The Applied DSW Project advances clinical leadership by requiring students to identify a pressing practice problem, evaluate existing interventions, and design an innovative, evidence-informed solution. Through systematic literature reviews, rigorous methodology, and integration of ADEI principles, students develop projects that:

- Assesses, evaluates, and determines the need new or adapted practice models that address gaps in service delivery.
- Strengthen organizational capacity by offering data-driven recommendations.
- Model leadership in the ethical use of research to guide decision-making and practice innovation.
- Produce scholarship that elevates the voices of marginalized populations, ensuring that clinical leadership is responsive, inclusive, and socially just.

Ultimately, the Applied DSW Project positions students as practice leaders who not only consume knowledge but also generate and apply it to transform clinical systems.

### **Academic Project 2: Professional Conference Presentation**

The Professional Conference Presentation advances clinical leadership by ensuring that students move beyond project development to dissemination and influence. Presenting findings in national, international, or specialized professional forums allows students to:

- Demonstrate thought leadership by introducing evidence-informed strategies to diverse audiences.
- Engage in scholarly dialogue with peers, practitioners, and policymakers, thereby shaping the discourse on clinical practice innovations.
- Translate complex findings into accessible, actionable insights for practitioners and organizations.
- Establish a professional presence and reputation as leaders who advance the integration of research into practice.

Through dissemination, students extend the impact of their scholarship, advancing clinical leadership not only within their own agencies but also across the broader profession.

**c. For each area of focus, the program describes how faculty provide mentorship and supervise student academic product(s).**

#### **Area of Focus #1: Clinical Leadership**

- **Academic Product 1:** DSW Applied Project
- **Academic Product 2:** Professional Presentation

## **How Faculty Provide Mentorship Regarding the Academic Product(s)**

### **Applied DSW Project**

Faculty provide mentorship for the Applied DSW Project beginning in Year One with the assignment of a Chair. Chairs guide students in refining their project focus, framing researchable problems, and selecting appropriate methodologies. They mentor students in aligning their project with principles of clinical leadership, social justice, and ADEI integration. An additional committee member further provide feedback on content, scope, and feasibility, ensuring students are supported in developing a project that reflects doctoral-level scholarship and professional growth.

### **Professional Conference Presentation**

Faculty mentor students in identifying appropriate conferences, preparing proposals, and developing effective presentations of their Applied DSW Project. Chairs guide students in translating their findings into clear, compelling presentations that demonstrate clinical leadership and practice impact. Mentorship also includes modeling professional dissemination practices and coaching students on how to anticipate and respond to professional peer feedback.

## **How Faculty Supervise the Student Academic Product(s)**

### **Applied DSW Project and Professional Conference Presentation**

Faculty supervise the Applied DSW Project and Professional Conference Presentation through structured courses (Concept Paper, Applied DSW Project Proposal I–III, and Applied DSW Project sequence) and individualized advisement. Chairs review drafts of the literature review, methodology, and introduction, while ensuring IRB requirements and ethical standards are met. Ongoing supervision includes evaluating progress against course deadlines, monitoring data collection and analysis, reviewing final manuscripts for scholarly rigor and formatting compliance and preparing a paper or poster presentation for an appropriate conference. The Chair and committee formally assess the student’s readiness for proposal defense, IRB submission, final project defense, and conference submission providing both accountability and structured oversight.

<p><b>c. For each area of focus, the program explains how the academic product(s) reflects doctoral-level quality.</b></p>
--

#### **Area of Focus #1: Clinical Leadership**

- **Academic Product 1:** Applied DSW Project
- **Academic Product 2:** Professional Presentation

## **How the Academic Product(s) Reflects Doctoral-Level Quality**

The program defines doctoral-level quality by setting expectations for scholarly independence, originality, methodological rigor, and ethical integration across all culminating requirements.

Through the Applied DSW Project and the Professional Conference Presentation, students demonstrate how these program-defined standards are operationalized - integrating empirical evidence, theoretical frameworks, ADEI principles, and advanced clinical leadership proficiencies. By requiring students to disseminate practice-relevant knowledge that informs practice, policy, and education, the program defines doctoral-level quality as the ability to generate, apply, and communicate scholarship that advances the profession at the highest level of practice scholarship.

### **Applied DSW Project**

The Applied DSW Project reflects doctoral-level quality by requiring students to engage in systematic, evidence-based inquiry that integrates clinical leadership, ADEI principles, and social justice. Through the development of a concept paper, proposal, IRB submission, and final defense, students demonstrate the rigor expected at the doctoral level. The project demands critical evaluation of research, methodological precision across qualitative, quantitative, or mixed methods, and the production of a manuscript suitable for publication. The public defense process further reflects scholarly quality by requiring students to articulate and defend their work before faculty and professional audiences, demonstrating mastery, originality, and contribution to practice.

### **Professional Conference Presentation**

The Professional Conference Presentation reflects doctoral-level quality by requiring students to disseminate their scholarship in nationally or internationally recognized forums. Presenting at a professional conference demonstrates that their work is of sufficient rigor, originality, and relevance to contribute to the advancement of the profession. Students translate their complex research findings into accessible, practice-relevant knowledge for diverse professional audiences, meeting high standards of scholarly communication. The process of peer feedback, presentation preparation, and professional engagement reflects advanced competency in both scientific inquiry and clinical leadership, hallmarks of doctoral-level achievement.

<b>d. The program addresses all program options.</b>
--

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D3.0.3:** The program defines leadership in social work practice. The program explains how its curriculum prepares students to be doctoral leaders in addressing antiracism, diversity, equity, and inclusion; scholarship; professional behavior and ethics; and human rights and social, racial, economic, and environmental justice.

<b>a. The program provides its definition of doctoral leadership.</b>
---

## Definition of Doctoral Leadership

In the DSW program at Loma Linda University, doctoral leadership is defined as the ability to integrate advanced clinical knowledge, applied research, and programmatic innovation with antiracism, diversity, equity, and inclusion (ADEI) to transform social work practice and education. Doctoral leaders are scholar-practitioners who critically analyze systems, design and evaluate evidence-informed programs, and translate research into sustainable solutions for complex social challenges. They demonstrate integrity and whole person care by embedding ethical, spiritual, and human dignity frameworks into decision-making. Through teaching, mentorship, professional presentations, and community engagement, doctoral leaders disseminate knowledge, influence policy and practice, and strengthen the professional workforce. Ultimately, doctoral leadership in this program emphasizes visionary, practice-informed scholarship that advances justice, resilience, and innovation at organizational, community, and societal levels.

- a. For each area of focus, the program describes how its curriculum prepares students to be doctoral leaders in addressing antiracism, diversity, equity, and inclusion; scholarship; professional behavior and ethics; and human rights and social, racial, economic, and environmental justice.**

### Area of Focus #1: Clinical Leadership

#### **How the Curriculum Prepares Students to be Doctoral Leaders in:**

##### **Addressing Antiracism, Diversity, Equity, and Inclusion**

The DSW program curriculum equips students to be clinical leaders who advance antiracism, diversity, equity, and inclusion (ADEI) across leadership, practice, research, policy, and education. Courses such as *SWCL 610: Diversity Theory and Global Perspectives* and *SWCL 615: Comparative Social Work History and Practice, Evidence-Based Practice, and Social Justice* provide theoretical grounding in intersectionality, decolonizing methodologies, global perspectives, and the enduring pursuit of social justice. Students critically examine systems of power and privilege and apply these frameworks to leadership, teaching, and clinical practice in diverse contexts.

These foundations are further developed in *SWCL 626: Program Design, Evaluation, and Monitoring*, *SWCL 670: Clinical Leadership I*, and *SWCL 680: Clinical Leadership II*, where students learn to design and lead programs that address systemic inequities through evidence-informed, culturally responsive strategies. Students develop implementation and evaluation plans that center marginalized voices, promote organizational inclusivity, and strengthen workforce equity within behavioral health and social service systems.

Research and data analysis courses (*SWCL 601, 602, 654, 655*) reinforce ADEI competencies by requiring students to identify and mitigate bias in research design, apply culturally responsive methods, and ensure equitable dissemination of findings. The Applied DSW Project sequence (*SWCL 689–696*) extends this preparation as students design, implement, and evaluate projects

grounded in ADEI principles—addressing disparities in access, representation, and outcomes within their fields of clinical leadership.

*SWCL 604A–C: Academic Practice Seminars* prepare future faculty and clinical educators to model inclusive pedagogy, anti-racist mentorship, and reflective teaching practices. *SWCL 630: Clinical Interventions and Design* and *SWCL 650: Neuroscience, Resiliency, and Trauma-Focused Global Practice* integrate neuroscience-informed, resiliency-based, and trauma-responsive frameworks that honor cultural identity, community strengths, and diverse healing traditions. Courses in spirituality and ethics (*RELR 540, RELT 557, RELE 524*) further ground ADEI in whole-person care, connecting equity with professional integrity, compassion, and justice.

Through this integration, the DSW program prepares graduates to analyze, design, and lead systemic change that advances antiracism, diversity, equity, and inclusion across clinical, organizational, and educational settings. Graduates emerge as scholar-practitioners who embody these principles in research, teaching, and leadership, ensuring that ADEI is both a guiding value and a measurable outcome of their professional practice.

## Scholarship

The LLU DSW program prepares students for scholarship through a sequenced and integrated curriculum that emphasizes the scholar–practitioner model and the application of evidence-informed leadership within complex clinical and organizational settings. Scholarship is approached as a leadership competency and ethical responsibility that advances the social work profession through the generation, translation, and dissemination of practice-based knowledge. Students are introduced early in the program to the identity of the clinical scholar–practitioner who integrates advanced clinical knowledge, critical inquiry, and ethical reasoning to strengthen social work practice and systems of care. Foundational courses such as *SWCL 610: Diversity Theory and Global Perspectives* and *SWCL 615: Comparative Social Work History and Practice, Evidence-Based Practice, and Social Justice* ground students in theoretical, historical, and justice-oriented frameworks that situate scholarly inquiry within the broader purpose of advancing human rights and social, racial, economic, and environmental justice.

The curriculum advances students toward applied scholarship through a progressive sequence of research and practice integration courses (*SWCL 654, 655, 660, 693–696*). In *SWCL 654: Research Methods I* and *SWCL 655: Research Methods II*, students strengthen their ability to design and evaluate research using both quantitative and qualitative methods relevant to clinical and organizational practice. *SWCL 660: Implementation Science* builds on this foundation by teaching students to translate evidence into real-world interventions and to lead innovative implementation processes that improve outcomes across diverse settings. The Applied DSW Project sequence (*SWCL 693–696*) serves as the capstone experience, guiding students through the design, implementation, and dissemination of a practice-based research project that demonstrates methodological rigor, ethical integrity, and leadership in advancing social work knowledge.

Throughout the program, scholarship is contextualized within clinical leadership. Assignments such as the *Formal Program Design, Evaluation, and Monitoring Plan* and the Implementation Proposal require students to synthesize empirical evidence, program theory, and evaluation strategies to address real-world problems. This work cultivates the ability to critically appraise evidence, develop data-driven solutions, and disseminate findings to professional and community audiences. Students engage in professional writing, oral presentations, and applied analysis to strengthen their scholarly communication and dissemination skills consistent with doctoral-level expectations.

The program embeds ethical and culturally responsive scholarship across all courses. Students are guided to apply anti-oppressive, equity-oriented, and contextually grounded methodologies that elevate diverse perspectives and advance justice in knowledge creation and application. This approach reflects Loma Linda University's mission of whole-person care and its emphasis on socially accountable scholarship.

Faculty mentorship and peer collaboration are integral to the program's scholarly culture. Faculty serve as chairs and mentors throughout the Applied DSW Project sequence, providing individualized guidance on conceptualization, research design, analysis, and dissemination. Students participate in structured feedback processes and integrative seminars that build scholarly confidence and readiness to contribute to the profession through conference presentations, publication, and leadership in evidence-based clinical practice.

In sum, the DSW program prepares students for scholarship by equipping them to be clinical scholar-practitioners who integrate advanced knowledge, rigorous inquiry, and ethical leadership to improve practice outcomes and contribute to the growing body of social work knowledge. Graduates emerge as leaders capable of producing, applying, and disseminating scholarship that strengthens evidence-informed practice and transforms systems of care.

### **Professional Behavior and Ethics**

The LLU DSW program prepares students to model the highest standards of professional behavior and ethics as clinical leaders, scholar-practitioners, and educators. Consistent with the values of the NASW Code of Ethics and the LLU practice perspective of whole-person care, the program fosters professional integrity, reflective self-awareness, and accountability in all aspects of advanced social work practice, leadership, and scholarship.

Students are introduced to professional ethics as the foundation of doctoral-level practice in *SWCL 610: Diversity Theory and Global Perspectives* and *SWCL 615: Comparative Social Work History and Practice, Evidence-Based Practice, and Social Justice*, where they examine how ethical decision-making intersects with issues of diversity, power, and justice across global and historical contexts. These early courses emphasize the professional responsibility to use self-reflection and cultural humility to mitigate bias and uphold dignity, equity, and respect in all interactions.

Ethical reasoning and professional comportment are reinforced throughout the curriculum, particularly in courses emphasizing supervision, implementation, and evaluation (*SWCL 626*,

*SWCL 660, SWCL 675, and SWCL 693–696*). Students engage in assignments and projects that require them to navigate ethical dilemmas related to program development, evidence implementation, supervision, and research involving human participants. In *SWCL 626: Program Design, Evaluation, and Monitoring*, for example, students integrate ethical principles into program evaluation and monitoring processes, ensuring transparency, accountability, and protection of participant rights. Similarly, *SWCL 660: Implementation Science* trains students to apply ethical judgment in adapting evidence-based practices to culturally and contextually diverse settings while maintaining fidelity and effectiveness.

Through the Applied DSW Project sequence (*SWCL 693–696*), students demonstrate professional behavior and ethical integrity in every phase of their doctoral work—from conceptualization through dissemination. They adhere to rigorous ethical standards in research design, informed consent, data collection, and reporting, guided by faculty mentorship and the university’s institutional review process. This process ensures that ethical principles are not treated as abstract ideals but as lived practices that shape professional identity and clinical leadership.

Professional communication, collaboration, and accountability are further cultivated through consistent expectations for engagement, collegiality, and professionalism in both academic and practice settings. Students are assessed on their ability to engage respectfully in scholarly dialogue, manage differences constructively, and respond to feedback with openness and humility; all core attributes of professional leadership.

By graduation, students embody ethical clinical leadership grounded in self-regulation, reflective practice, and adherence to professional values. They are prepared to model integrity, ethical reasoning, and accountability in supervisory, educational, and organizational roles. The DSW program thus develops advanced practitioners who exemplify professionalism in conduct, scholarship, and service, and who uphold social work’s ethical mandate to promote human dignity, justice, and wellbeing.

### **Human Rights and Social, Racial, Economic, and Environmental Justice**

The program prepares clinical leaders who advance human rights and social, racial, economic, and environmental justice through their scholarship, leadership, and practice. Grounded in the 2025 CSWE Practice Doctorate Expertise and Skills and aligned with the university’s mission of whole person care, the program develops scholar–practitioners who critically examine systems of power and privilege and lead transformative change across behavioral health and social service settings.

Students first establish a conceptual foundation in *SWCL 610: Diversity Theory and Global Perspectives*, where they explore frameworks such as critical race theory, decolonizing methodologies, and intersectionality. Through case-based analysis and reflective assignments, students examine global dimensions of oppression and privilege and evaluate how these shape clinical practice, policy, and leadership. In *SWCL 615: Comparative Social Work History and Practice, Evidence-Based Practice, and Social Justice*, they deepen their understanding of social work’s enduring commitment to justice by analyzing historical and contemporary reform movements and assessing the impact of evidence-based practices on equity and inclusion.

This commitment extends through applied courses connecting justice to implementation and evaluation. In *SWCL 626: Program Design, Evaluation, and Monitoring* and *SWCL 660: Implementation Science*, students operationalize justice by designing programs and implementation plans that prioritize access, representation, and health equity. Modules emphasize identifying systemic barriers, incorporating equity-focused evaluation measures, and ensuring culturally responsive adaptation of evidence-based interventions. Similarly, *SWCL 650: Neuroscience, Resiliency, and Trauma-Focused Global Practice* integrates justice through the study of trauma-informed and resiliency-based approaches, equipping students to address inequities affecting individuals and communities impacted by systemic trauma and marginalization.

The Applied DSW Project sequence (*SWCL 693–696*) culminates this preparation by requiring students to produce and disseminate research-informed projects that advance justice-oriented practice or policy change. Projects often examine disparities in service delivery, propose the need for interventions addressing inequitable outcomes, or advocate for systemic reform. Through these experiences, students translate theory into ethical action, applying evidence-based and culturally grounded strategies to promote equity in diverse professional contexts.

By integrating critical theories, reflective analysis, and applied leadership, the DSW program cultivates practitioners who not only recognize injustice but act to dismantle it. Graduates demonstrate the capacity to lead organizations and systems toward equitable, inclusive, and sustainable change—embodying social work’s professional charge to uphold human rights and advance social, racial, economic, and environmental justice in both local and global contexts.

## **Implicit Curriculum: Student Development; Admission; Advisement, Mentorship, Retention, and Termination; and Student Participation**

### *Admission*

**Accreditation Standard D4.0.1:** The program’s admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.

<p><b>a. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.</b></p>
--

#### **Attestation:**

The program provided a Student Handbook in Volume 3 of submission.

#### **The program elects to adopt the institution’s admission’s policies/practices/processes:**

Yes

No

**The program has program-specific admission’s policies/practices/processes:**

Yes

No

## **How Admissions Policies/Practices/Processes Make the Program Equitable and Inclusive for Underrepresented Groups and Historically and Currently Oppressed Groups**

### **Equitable and Inclusive Admissions Policies**

The admissions policies of our DSW program are intentionally designed to be equitable and inclusive, with a strong commitment to increasing access for underrepresented, historically marginalized, and currently oppressed groups. We recognize that a diverse student body enhances the quality of education, fosters critical dialogue, and ultimately strengthens the social work profession. This commitment to equity and inclusion begins with our Non-Discrimination in Admissions Policy which informs our marketing, recruitment, and entire admissions process.

As representatives of the University, the School of Behavioral Health, Department of Social Work and Social Ecology, and the DSW program, there are expectations of students, faculty, and staff in the areas of conduct and behavior while they on campus Department, School, or University activities. Following University policies, the School, or involved in Program, Department, and Program do not discriminate on the basis of age, race, ethnicity, disability and ability, potentially stigmatizing health conditions (e.g., obesity), gender, gender identity and expression, sexual orientation, economic status, marital status, tribal sovereign status, immigration status, political ideology, nor religion/spirituality. The enrollment of students in School programs is not conditioned on political or sexual orientation; in these areas the school’s policy is directed towards conduct or disruptive behavior, not orientation. In support of this position, we expect our students, faculty, and staff to demonstrate unwavering respect for the diversity of others and interact with integrity, never forgetting the standards that guide professional actions. Further, we expect all programs, through their faculty, to develop competent, compassionate, ethical professionals who possess the knowledge, skills, and values necessary for a life dedicated to service to all those in need regardless of their lifestyles (statement found on the [DSW Program website](#) and in Volume 3: DSW Program Student Handbook, *Non-Discrimination in Admissions*, pp. 14-15).

### **Marketing and Recruitment of Applicants**

Our commitment to equity begins with targeted marketing and recruitment efforts that prioritize accessibility and inclusivity. We actively seek students who are passionate about social justice and dedicated to serving diverse communities. This commitment is reflected in the following initiatives:

*Website and Catalog Recruitment Statement.* We clearly articulate our mission and commitment to inclusivity through official program materials, ensuring that prospective students understand our dedication to ADEI principles and social justice.

*Monthly Information Sessions.* To increase accessibility, we offer virtual information sessions monthly. Prospective students can also request individual meetings with the Program Director if additional information is needed. We are committed to assisting individuals who have a passion for service through the social work profession.

*Annual Open House – Both In-Person and Online.* Our yearly open house is designed to provide comprehensive program information while allowing prospective students to engage with faculty, current students, and alumni. Offering both in-person and virtual options ensures participation regardless of location or schedule constraints.

## **Removing Barriers to Admission**

Recognizing the systemic barriers that often limit access to graduate education, we have implemented several initiatives to support prospective students in their journey to becoming professional social workers:

*No Application Fee or GRE Requirement.* We eliminate financial and standardized testing barriers by not requiring an application fee or GRE scores, making the admissions process more accessible.

*Application Assistance and Connection with Current and Past Students.* We offer direct access to the Program Director to provide individualized guidance and support throughout the application process. We also encourage applicants to connect with current and past students who can offer the realistic insights to the student experience during and after completing the program.

*Funding Opportunities.* We actively work to pursue and connect students with financial assistance through various funding sources. Current opportunities include:

- Kaiser Employee Tuition Scholarship Program
- CSWE Minority Scholarship
- School-based scholarships
- University/School-based scholarships.

By intentionally addressing barriers to graduate education, we ensure that our admissions process aligns with our mission to develop a workforce of social workers who are representative of and responsive to the needs of diverse and underserved communities.

## **Selection and Evaluation of Applications**

Our admissions process ensures a fair, consistent, and unbiased evaluation by using trained reviewers, standardized criteria, and wholistic assessments that prioritize applicants' commitment to social work values and diverse experiences. We actively work to remove barriers and uphold equity by considering non-traditional backgrounds, lived experiences, and the potential for advocacy and leadership in underserved communities. These processes are detailed below.

*Consistent and Objective Review Process.* The admissions process follows a structured and standardized review procedure to prevent bias, ensuring that all applicants are evaluated

equitably. The School of Behavioral Health Admissions Office carefully verifies that each application is fully completed before it is forwarded for review, maintaining consistency in the evaluation process. This approach helps uphold fairness and transparency while ensuring that all applicants receive equal consideration based on established admissions criteria.

*Diverse and Trained Admissions Committee.* DSW Admissions Committee members receive training to conduct interviews and application reviews in a fair, unbiased, and culturally responsive manner, incorporating implicit bias awareness and strategies to maintain objectivity when evaluating applicants from diverse backgrounds. The Committee prioritizes assessing each applicant's commitment to social work values, professional potential, and capacity for critical thinking and social justice advocacy, rather than relying solely on traditional academic metrics. This approach ensures a wholistic evaluation process that values diverse experiences and perspectives in alignment with the program's mission.

*Equitable Interview Process.* Applicants who meet the minimum criteria are invited for an interview conducted by trained faculty members who ensure consistency in questioning and evaluation. If an interviewer identifies marginal responses or concerning patterns, the applicant is invited for a second interview to allow for a more comprehensive assessment before a final decision is made. This additional step helps mitigate the risk of an applicant being rejected based on a single subjective interpretation, ensuring a fair and thorough evaluation process.

*Fair and Transparent Admission Decisions.* The DSW Admissions Committee carefully evaluates each candidate using objective criteria while maintaining flexibility for applicants with non-traditional backgrounds or unique experiences that align with the program's mission. If exceptions to the published admissions criteria are made, they are thoroughly documented and consistently applied across all applicants in the same cohort to ensure fairness and uphold the integrity of the admissions process.

*Final Review and Compliance with Nondiscrimination Policies.* After the DSW Admissions Committee makes its recommendations, the School of Behavioral Health Admissions Office reviews and confirms that decisions align with published criteria and that any exceptions are applied equitably. The Dean's Office then conducts a final review to ensure compliance with institutional policies on nondiscrimination in admissions, further reinforcing our commitment to equity and fairness in the selection process.

By structuring the admissions process to prioritize fairness, accessibility, and representation, the DSW program actively works toward increasing the participation of students from underrepresented and historically oppressed groups. This approach aligns with our program's broader mission to cultivate a diverse and inclusive social work workforce that is well-equipped to serve the needs of marginalized and underserved communities.

<b>b. The program addresses all program options.</b>
--

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D4.0.2:** The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the practice doctorate program must include an earned master’s degree in social work from a CSWE-accredited program and two or more years of post-master’s social work degree practice experience in social work. The admissions process includes mechanisms for applicants to demonstrate readiness for doctoral education.

- a. The program provides its:**
- i. criteria for admission, which include an earned master’s degree in social work from a CSWE-accredited program and two or more years of post-master’s social work degree practice experience in social work;**
  - ii. process for application evaluation;**
  - iii. mechanisms for applicants to demonstrate readiness for doctoral education;**
  - iv. admission decision types;**
  - v. process for the notification of each decision type.**

**Criteria for Admission**

**Admission into the institution and practice doctorate program occurs simultaneously:**

- Yes
- No

**Admission criteria include an earned master’s degree in social work from a CSWE-accredited program and two or more years of post-master’s social work degree practice experience in social work:**

- Yes
- No

**Standard Admittance Criteria**

Applicants must meet Loma Linda University and School of Behavioral Health admissions requirements; and give evidence of academic ability, professional comportsment, and mature judgment. The DSW curriculum represents advanced study over and above the MSW degree. Admission is based on an integrated evaluation of the following criteria:

- MSW (or equivalent e.g., MSSW) from a program that is accredited by the CSWE
- U.S. Citizenship
- A minimum of four-years professional social work experience post receipt of the MSW degree
- A minimum MSW G.P.A. of 3.3

- License to practice clinical social work is preferred
- Structured essay
- Personal statement
- Structured Zoom interview, including a brief writing sample completed during the session
- Three letters of recommendation (academic and/or professional)

### **Transfer Admittance Criteria**

There is no advanced standing in the DSW program. Transfer students who have taken courses in a DSW program accredited by the Council on Social Work Education may transfer up to 20% of the 79 units required for the DSW degree at LLU. The 20% transfer of units is limited to credits THAT HAVE NOT ALREADY BEEN APPLIED TO A DEGREE and for which a B (3.0 on a 4.0 scale) or better has been recorded. Evaluation of all courses are conducted on a case-by-case basis where course outlines, transcripts, and course catalog entries are reviewed to assure adequate equivalency. The DSW Doctoral Committee evaluates these equivalencies. If approved, the student initiates an academic variance which receives final approval from the dean. The grades of courses transferred do not calculate into a student's earned GPA acquired while matriculating through the program at Loma Linda University.

Limited transfer credit may be given to individuals with a doctor's degree for equivalent courses taken that apply to another degree in the areas of research methods and statistics if the content and area of study demonstrates appropriate compatibility with expertise and skills required for professional social work clinical leadership. These requests are assessed by the DSW Doctoral Committee to meet the equivalency requirements previously described.

No academic credit is given for life experience, continuing education units and/or previous work experience for any part for the DSW program.

### **Application Evaluation Process**

**The program elects to adopt the institution's admission application evaluation process:**

- Yes  
 No

**The program has a program-specific admission application evaluation process:**

- Yes  
 No

### **Process for the Evaluation of Applications**

The admission application evaluation process is established by the faculty of the DSW program in adherence with the administrative oversight of the School of Behavioral Health and standards for graduate education at Loma Linda University.

Potential DSW applicants receive program admissions information from the School of Behavioral Health Office of Admissions or through the Social Work and Social Ecology website. A full description of admission requirements and procedures is also available in the DSW Student Handbook (see Volume 3: *Admission Procedures and Processes*, pp. 14-18). Applicants who have specific questions regarding the DSW program are directed to the DSW Program Director. The process for completing an application to the DSW program is as follows:

- Application instructions, available at <https://llu.edu/admissions-aid/how-apply?rsource=home.llu.edu/admissions-aid/how-apply>, prompt applicants to apply using the University's online application system. Applications and all supporting information, transcripts, test data, and references are to be submitted by the deadlines posted on the DSW web page. <https://behavioralhealth.llu.edu/academics/social-work-and-social-ecology/doctor-social-work-dsw-online>
- As part of the application instructions applicants are informed that it is their responsibility to notify all colleges and universities they have attended (regardless of the number of units attempted or successfully completed) and request that each institution submit an official transcript directly to the Loma Linda University Admissions Office, including official English translations if applicable. Applicants are informed that any transcript/s submitted through any intermediary will not be accepted.
- The School of Behavioral Health Admissions Office determines that an application file is ready for program review once the application form is fully completed; the personal statement and structured essay has been received; all letters of recommendation have been received; English proficiency scores (if applicable) have been received; and official transcripts from all institutions listed on the admissions form have been received and uploaded by the Loma Linda University Admissions Office.
- Completed application files are forwarded to the Chair of the DSW Admissions Committee, whose responsibility it is to implement all aspects of the DSW program admissions criteria and assure that there is integrity, consistency, and objectivity in all admission processes. The Chair of the DSW Admissions Committee reviews the application files to determine which applicants meet the minimum criteria.
- All applicants who meet the minimum criteria are contacted and an admissions interview is scheduled. Admissions interviews are conducted by individual members of the DSW Admissions Committee. Each member of the Committee has been trained to conduct interviews in a consistent manner, avoiding alterations that might result in challenges with reliability. Applicants whose interview responses raise concerns are asked to participate in a second interview for further review before a final decision is made.
- Once applicants have been interviewed, the DSW Admissions Committee makes recommendations for acceptance into the DSW program. Admission to the DSW program is based on a wholistic review of each applicant's academic record, professional experience, written materials, interview performance, and overall fit with the program's mission. The DSW Admissions Committee evaluates each application to determine the applicant's

readiness for doctoral-level study, with particular attention to the candidate's academic ability, professional comportment, and mature judgment.

The decision-making process includes:

- Verification of minimum eligibility criteria (e.g., MSW degree, GPA, post-MSW professional experience)
- Evaluation of submitted written materials, including the structured essay and personal statement
- Assessment of fit through a structured Zoom interview, which includes a timed writing sample
- Review of recommendation letters from academic and professional sources
- Determination of research and professional alignment with program offerings and faculty expertise

Based on the above evaluation, the DSW Admissions Committee makes a recommendations for regular admission status or denial to the School of Behavioral Health Admissions Office for confirmation. Review and confirmation by the School of Behavioral Health Admissions Office provides assurance that published admissions criteria set forth by the MSW Program have been followed, and if any exceptions to published criteria exist, that reasons for the exceptions are documented and then consistently applied by the DSW Admissions Committee to all applicants in the same cohort. The School of Behavioral Health Dean's Office also reviews and provides assurance that admissions recommendations and confirmations are compliant with all regulatory and institutional policies governing nondiscrimination in admissions. Subsequent to this review, the School of Behavioral Health Dean's Office accepts the recommendations of the DSW Admissions Committee.

### **Mechanisms for Applicants to Demonstrate Readiness for Doctoral Education**

Applicants can demonstrate readiness for doctoral education in the Loma Linda University DSW program through multiple, integrated mechanisms that assess their academic, professional, and personal capacities. Readiness is evidenced through the following mechanisms:

#### 1. Academic Readiness

- Graduate Education: Applicants must hold an MSW (or equivalent, e.g., MSSW) from a CSWE-accredited program, demonstrating foundational graduate-level scholarship.
- Academic Performance: A minimum MSW GPA of 3.3 reflects sustained academic excellence.
- Written Components: The structured essay and personal statement allow applicants to demonstrate their ability to synthesize complex ideas, write at a doctoral level, and articulate professional and scholarly goals aligned with advanced clinical leadership.
- Timed Writing Sample: Completed during the structured interview, this provides direct evidence of doctoral-level writing and critical thinking under time constraints.

#### 2. Professional Readiness

- Practice Experience: Applicants must have a minimum of four years of post-MSW professional social work experience, indicating practical competence and readiness to apply advanced practice and leadership concepts.
- Licensure: While not required, clinical licensure is preferred, signaling advanced professional responsibility and ethical practice.
- Letters of Recommendation: Three letters from academic and/or professional sources provide third-party verification of the applicant's readiness, professionalism, and capacity for doctoral-level work.

### 3. Interpersonal and Professional Readiness

- Structured Zoom Interview: Assesses professional comportment, maturity, alignment with program values, and ability to engage in reflective dialogue. Interviewers are trained to ensure consistency and reliability across evaluations.
- Professional Comportment and Mature Judgment: These are evaluated holistically across the written materials, interview, and recommendations to ensure the applicant exhibits behaviors consistent with doctoral-level professionalism and ethical standards.

### 4. Institutional and Mission Alignment

- Wholistic Review: The DSW Admissions Committee evaluates each applicant's academic record, professional experience, interview performance, and program fit in relation to the DSW's mission and faculty expertise.
- Alignment with Faculty Expertise: Demonstrated through applicants' statements of interest and goals that connect to the program's areas of emphasis, such as advanced clinical leadership and applied scholarship.

## **Admission Decision Types**

**The program elects to adopt the institution's admission decision types:**

- Yes  
 No

**The program has program-specific admission decision types:**

- Yes  
 No

## **List of All Possible Admission Decision Types**

**Regular Status :** Given to applicants when all of the following conditions are met: a) their scholarship [GPA] meet the stated admissions requirements of the School of Behavioral Health, b) they are deemed suitable for pursuit of doctoral education, c) there is a match in research interest between the student and a faculty member, and d) their admissions documentation is complete and meets the admission requirements.

**Denied Status:** Given when an applicant receives an admission's score below the minimum required for acceptance into the program.

## **Admission Notification**

**The program elects to adopt the institution's admission notification process:**

- Yes
- No

**The program has program-specific admission notification process:**

- Yes
- No

## **Process For the Notification of Each Decision Type**

The DSW Admissions Committee forwards recommendations of regular or denied status to the Dean of the School of Behavioral Health for confirmation. All applicants are notified by the Dean's office of their admissions status through the University's electronic admissions portal via email. Accepted applicants are required to use the University's Online Confirmation System to acknowledge their intention to enroll in the DSW program. This final step helps to assure that registration documents are in order when students are ready to enroll in courses.

### **b. The program describes how these admission criteria and processes are articulated**

#### **How Stakeholders are Actively Informed**

The DSW program's admission criteria and processes are clearly articulated through multiple platforms to ensure transparency and accessibility. Detailed information regarding eligibility requirements, application materials, and review procedures is outlined on the DSW Program webpage, in the Loma Linda University Catalog, and in the DSW Student Handbook. In addition, the program hosts monthly information sessions via Zoom and offers individual meetings with the Program Director to provide prospective applicants with personalized guidance and clarification regarding admission expectations and the application process.

#### **Location of the Written Articulation**

Written Articulation of the DSW Program's admission criteria and processes is outlined on the [DSW Program webpage](#), in the [LLU University Catalog](#), and in the DSW Student Handbook (see Volume 3: *Admission Procedures and Processes*, pp. 14-18).

### **c. The program addresses all program options.**

#### **Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D4.0.3:** The program has policies for the transfer of social work course credit.

**a. The program provides its policies for the transfer of social work course credit.**

**The program elects to adopt the institution’s transfer credit policies and procedures:**

- Yes
- No

**The program has program-specific transfer credit policies and procedures:**

- Yes
- No

**Policy:**

*There is no advanced standing in the DSW program. Transfer students who have taken courses in a DSW program accredited by the Council on Social Work Education may transfer up to 20% of the 79 units required for the DSW degree at LLU. The 20% transfer of units is limited to credits THAT HAVE NOT ALREADY BEEN APPLIED TO A DEGREE and for which a B (3.0 on a 4.0 scale) or better has been recorded. Evaluation of all courses are conducted on a case-by-case basis where course outlines, transcripts, and course catalog entries are reviewed to assure adequate equivalency. The DSW Doctoral Committee evaluates these equivalencies. If approved, the student initiates an academic variance which receives final approval from the dean. The grades of courses transferred do not calculate into a student’s earned GPA acquired while matriculating through the program at Loma Linda University.*

*Limited transfer credit may be given to individuals with a doctor's degree for equivalent courses taken that apply to another degree in the areas of research methods and statistics if the content and area of study demonstrates appropriate compatibility with expertise and skills required for professional social work clinical leadership. These requests are assessed by the DSW Doctoral Committee to meet the equivalency requirements previously described.*

*No academic credit is given for life experience, continuing education units and/or previous work experience for any part for the DSW program.*

DSW program transfer credit policy and procedures are outlined on the [DSW Program webpage](#), and in the DSW Student Handbook (see Volume 3: *Admission Procedures and Processes*, pp. 17-18).

**Procedures for Reviewing Transcripts and/or Other Materials to Determine Course Equivalency**

Evaluation of all courses are conducted on a case-by-case basis where course outlines, transcripts, and course catalog entries are reviewed to assure adequate equivalency. The DSW

Doctoral Committee evaluates these equivalencies. If approved, the student initiates an academic variance which receives final approval from the dean. The grades of courses transferred do not calculate into a student's earned GPA acquired while matriculating through the program at Loma Linda University.

**b. The program describes how the policy is articulated.**

**How Stakeholders are Actively Informed**

Stakeholders are actively informed through multiple, accessible communication channels. The DSW program's transfer credit policy and procedures are publicly available on the DSW program webpage and in the DSW Student Handbook. In addition, the program hosts monthly virtual information sessions via Zoom that provide prospective students and other interested stakeholders with detailed information about program structure, policies, and procedures. These sessions allow participants to ask questions directly and ensure consistent, transparent communication about admissions, policies, and program expectations.

**Location of the Written Articulation**

DSW program transfer credit policy and procedures are outlined on the [DSW Program webpage](#), and in the DSW Student Handbook (see Volume 3: *Admission Procedures and Processes*, pp. 17-18).

**c. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D4.0.4:** The program does not grant social work course credit for life experience or previous work experience.

**a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.**

**The policy explicitly states that the social work program does not grant social work course credit for: 1) life experience, and 2) previous work experience:**

- Yes
- No

**Policy:**

*There is no advanced standing in the DSW program. No academic credit is given for life experience, continuing education units and/or previous work experience for any part for the DSW program.*

The DSW program’s policy indicating that it does not grant social work course credit for life experience or previous work experience is outlined on the [DSW Program webpage](#) and in the DSW Student Handbook (see Volume 3: *Admission Procedures and Processes*, p. 18).

**b. The program describes how this policy is articulated.**

**How Stakeholders are Actively Informed**

Stakeholders are actively informed through multiple, accessible communication channels. The DSW program’s policy indicating that it does not grant social work course credit for life experience or previous work experience is publicly available on the DSW program webpage and in the DSW Student Handbook. In addition, the program hosts monthly virtual information sessions via Zoom that provide prospective students and other interested stakeholders with detailed information about program structure, policies, and procedures. These sessions allow participants to ask questions directly and ensure consistent, transparent communication about admissions, policies, and program expectations.

**Location of the Written Articulation**

The written articulation of the DSW program’s policy indicating that it does not grant social work course credit for life experience or previous work experience is outlined on the [DSW Program webpage](#) and in the DSW Student Handbook (see Volume 3: *Admission Procedures and Processes*, p. 18).

**c. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

*Advising, Mentorship, Retention, and Termination*

**Accreditation Standard D4.0.5:** The program has policies for academic advising.

**a. The program provides its policy for academic advising.**

**Policy:**

*Upon admission to the DSW program, each student is assigned an Academic Advisor, typically the Program Director. The Academic Advisor supports the student’s overall academic progression throughout the program. Responsibilities include helping students understand curriculum requirements, monitoring academic standing, and assisting with course planning,*

*registration issues, and degree completion tracking.*

*Students should maintain regular contact with their Academic Advisor to ensure they are on track and meeting all program expectations and deadlines.*

The DSW program's policy for academic advising is stated in the DSW Student Handbook (see Volume 3: *Orientation and Registration*, p. 25). The handbook is available in Canvas, on the DSW Program website, and is individually provided to student via email.

**b. The program discusses how academic advising is sufficient to meet the needs of students.**

**Statement of Sufficiency**

The DSW program's academic advising is sufficient to meet the needs of students.

**Discussion of Sufficiency**

The DSW program's academic advising structure is sufficient to meet the needs of students and aligns with Loma Linda University's commitment to providing individualized, whole-person support. Upon admission, each student is assigned an Academic Advisor, typically the Program Director, who provides consistent mentorship and oversight throughout the student's academic journey. The advisor supports students in understanding program expectations, monitoring academic standing, resolving registration or scheduling issues, and ensuring timely degree completion.

The program's small cohort model and block registration system further enhance the effectiveness of advising by ensuring that all students progress through the curriculum in the correct sequence and maintain a shared learning experience. This structure promotes peer support, collaboration, and academic continuity, allowing advisors to provide targeted guidance and identify potential issues early. The faculty-to-student ratio within the small cohort setting allows advisors to develop strong, supportive relationships with each student, facilitating both academic success and professional growth.

Overall, the DSW program's advising model, characterized by high accessibility, proactive communication, and structured academic planning, ensures that students receive the comprehensive support necessary for successful completion of doctoral-level study.

**c. The program describes how these policies are articulated.**

## How Stakeholders are Actively Informed

The DSW program communicates its advisement policy clearly to both applicants and newly admitted students to ensure transparency and understanding of the academic support structure.

### For Applicants:

Information regarding the DSW program's academic advising model is shared during monthly program information sessions via Zoom, where the Program Director explains to potential students the cohort model and the individualized advising approach. These sessions provide opportunities for applicants to ask questions and gain clarity about how advising supports student success throughout the program. Additionally, applicants who seek more personalized information may schedule individual meetings with the Program Director to discuss how advising is integrated into academic and professional development. Our DSW program Handbook also describes this policy and is available on our DSW website.

### For Newly Admitted Students:

New students are assigned an Academic Advisor upon admission to the DSW program. In most cases, the advisement process begins immediately after acceptance, when students are contacted by the Program Director to initiate academic planning and support. Policies and procedures related to advising are formally explained during the new student orientation, where students meet program faculty and receive an overview of advising expectations and available supports. The Program Director's welcome letter and the DSW Student Handbook further outline the advising process, communication expectations, and resources to ensure students are well-informed and prepared for a successful doctoral experience.

Through this multi-tiered communication approach, the DSW program ensures that both prospective and newly enrolled students are fully informed about the advisement policy, understand its purpose, and are aware of the continuous, individualized guidance provided throughout their doctoral studies.

## Location of the Written Articulation

The written articulation of the DSW program's policy for academic advising is outlined in the DSW Student Handbook (see Volume 3: *Orientation and Registration*, p. 25). The handbook is available in Canvas, on the DSW Program website, and is individually provided to student via email.

<b>d. The program addresses all program options.</b>
--

### Check One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D4.0.6:** The program has policies for mentorship, which support the individualized professional development of each practitioner-scholar. Mentorship is provided by practice doctorate program faculty.

**a. The program provides its policy for mentorship, including that mentorship is provided by practice doctorate program faculty.**

**The policy includes that mentorship is provided by practice doctorate program faculty.**

Yes

No

**Policy:**

*In the spring quarter of the first year, each DSW student is assigned an Applied DSW Project Chair who serves as their faculty mentor for the remainder of the program. The Chair plays a critical role in guiding the student through the development and completion of the Applied DSW Project, including the proposal, Institutional Review Board (IRB) process, project implementation, and final manuscript. This ongoing mentorship relationship provides both professional support and individualized feedback, helping students develop as clinical leaders, applied scholars, and agents of change within their professional settings.*

*Faculty members also provide professional mentoring, which includes supporting students in networking, career advancement, and the attainment of future professional goals. Through this holistic approach, faculty mentorship extends beyond the Applied DSW Project to encompass broader leadership and professional development within the student's field of practice.*

The DSW Program's policy for academic mentoring is outlined in the DSW Student Handbook (see Volume 3: *Orientation and Registration*, p. 26). The handbook is available in Canvas, on the DSW Program website, and is individually provided to student via email.

**b. The program explains how mentorship is equitable and inclusive, supporting the individualized professional development of each practitioner-scholar.**

**How Mentorship is Equitable and Inclusive, Supporting the Individualized Professional Development of Each Practitioner-Scholar**

The DSW program ensures that mentorship is equitable, inclusive, and aligned with Loma Linda University's commitment to whole-person care. Chair assignments are determined by matching each student with a faculty member whose area of expertise aligns with the student's topic of interest, methodological approach, and professional goals. This intentional process ensures that students receive appropriate scholarly and practical guidance while benefiting from diverse perspectives and areas of specialization. Faculty also engage in ongoing professional development focused on ADEI (anti-discrimination, equity, inclusion) and culturally responsive supervision to strengthen their mentoring practices. Through this thoughtful and equitable

approach, the program fosters mentoring relationships that honor diversity, promote belonging, and support the individualized professional development of each practitioner-scholar.

**c. The program discusses how mentorship is sufficient to meet the individualized professional development needs of scholar-practitioners.**

**Statement of Sufficiency**

The DSW Program’s mentorship process is sufficient to meet the individualized professional development needs of DSW students.

**Discussion of Sufficiency**

The DSW program’s mentorship model is intentionally designed to provide individualized, comprehensive support that evolves with each student’s professional development trajectory. Beginning in the spring quarter of the first year, students are paired with an Applied DSW Project Chair whose expertise aligns with the student’s area of focus, methodological approach, and career aspirations. This strategic matching ensures that students receive relevant scholarly guidance, discipline-specific insight, and professional mentorship grounded in their unique goals.

Faculty mentors meet regularly with students to guide them through each stage of the Applied DSW Project—proposal, IRB approval, implementation, and final manuscript—while also supporting their growth as advanced practitioners and leaders. Mentorship extends beyond project development to include career planning, professional networking, and guidance toward future scholarly or leadership opportunities.

The small cohort model and low student-to-faculty ratio further enhance the sufficiency of mentorship by allowing for consistent, individualized attention. Additionally, faculty engagement in ongoing ADEI and culturally responsive supervision training strengthens their ability to mentor effectively across diverse backgrounds and experiences. Collectively, these structures ensure that every DSW student receives equitable, personalized, and high-quality mentorship that supports both academic excellence and long-term professional advancement.

**d. The program describes how these policies are articulated.**

**How Stakeholders are Actively Informed**

The DSW program communicates its mentoring policy clearly to both applicants and enrolled students to ensure transparency and understanding of the mentorship structure that supports practitioner-scholar development.

**For Applicants:**

Information about the DSW program’s mentorship model is shared during monthly program information sessions via Zoom, where the Program Director describes the process of faculty mentorship and how students are matched with project chairs based on their area of interest, methodological approach, and professional goals. These sessions allow prospective students to

ask questions and understand the mentorship expectations and supports available throughout the program. Applicants who wish to receive more individualized guidance may also schedule individual meetings with the Program Director to learn how faculty mentoring promotes academic growth and professional development. The DSW Program Handbook, available on the DSW Program webpage, further outlines the mentoring policy, including the role of the Applied DSW Project Chair and the program's commitment to equitable, inclusive mentorship.

### **For Enrolled Students:**

During the new student orientation, students are introduced to the mentoring process and informed that in the spring quarter of their first year, they will be assigned an Applied DSW Project Chair who serves as their mentor for the remainder of the program. The Chair provides individualized guidance on the Applied DSW Project and professional development, including networking, leadership growth, and attainment of future professional goals. The Program Director's welcome letter and the DSW Student Handbook reinforce these expectations by detailing the mentorship process, communication guidelines, and available resources that promote student success.

Through this multi-tiered communication approach, the DSW program ensures that both applicants and enrolled students are fully informed about the mentoring policy, understand the structure and purpose of faculty mentorship, and are aware of the program's commitment to providing equitable, individualized, and continuous mentoring support throughout the doctoral journey.

### **Location of the Written Articulation**

The written articulation of the DSW Program's policy for academic mentoring is outlined in the DSW Student Handbook (see Volume 3: *Orientation and Registration*, p. 26). The handbook is available in Canvas, on the DSW Program website, and is individually provided to student via email.

<b>e. The program addresses all program options.</b>
--

#### **Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D4.0.7:** The program has policies for evaluating student academic performance, evaluating student ethical conduct, and student termination from the program. The program also has policies related to due process for reasons of academic performance, ethical conduct, and termination from the program.

<b>a. The program provides its policies for evaluating academic performance.</b>
--

**The program elects to adopt the institution's policies for evaluating academic performance:**

Yes

No

**The program has program-specific policies for evaluating academic performance:**

Yes

No

**Policy:**

*Graduate students are expected to maintain consistently high levels of performance. The required minimum grade average in the DSW program is a B on all work for the doctoral degree. The Department and School receive grade reports indicating the academic standing of all students in order to determine the eligibility of students for advancement.*

*The following values are assigned for calculation of the grade point average per unit of enrollment:*

<i>A</i>	<i>4.0</i>	<i>93-100%</i>	<i>C</i>	<i>2.0</i>	<i>73-76%</i>
<i>A-</i>	<i>3.7</i>	<i>90-92%</i>	<i>C-</i>	<i>1.7</i>	<i>70-72%</i>
<i>B+</i>	<i>3.3</i>	<i>87-89%</i>	<i>D+</i>	<i>1.3</i>	<i>67-69%</i>
<i>B</i>	<i>3.0</i>	<i>83-86%</i>	<i>D</i>	<i>1.0</i>	<i>63-66%</i>
<i>B-</i>	<i>2.7</i>	<i>80-82%</i>	<i>F</i>	<i>0.0</i>	<i>&lt;63%</i>
<i>C+</i>	<i>2.3</i>	<i>77-79%</i>			

*The student who believes that there has been an unjust grade for an assignment or course, may file a grade appeal as outlined in the STUDENT GRIEVANCE PROCEDURE found in the LOMA LINDA UNIVERSITY STUDENT HANDBOOK and in the UNIVERSITY CATALOG.*

*The next set of designations is used to identify student status. These designations are not used to indicate credit:*

*AU*      *Audit*

*I*        *Incomplete*

*S*        *Satisfactory (Used in Pass-fail Courses, Does Not Affect GPA)*

*U*        *Unsatisfactory (Does Not Affect GPA)*

*W*        *Withdraw (Given from Two Weeks before Final Examinations Begin)*

***Audit:*** *Not applicable to the courses in the DSW program.*

***Repeating a Course:*** *A student needing to improve his/her grade once grades have been posted for a course must repeat the course. When repeating a course, the student must attend class and laboratory sessions as ordinarily required and take all regularly scheduled examinations. The amount of tuition paid for repeated courses is determined by the school. Both the original and*

*the repeat grades will appear on the student's permanent record, but only the repeat grade is computed in the GPA and included in the total units earned. A student may repeat a course only once, and no more than two courses may be repeated within the program curriculum.*

**Time Limit:** *The program is intended to be a three-year program but defers to the School of Behavioral Health policy, which allows a total of seven years from admission to the conferring of the doctoral degree. Some consideration may be given to a short extension of time if recommended by the Program, and in the Dean's opinion, such is merited. Requests for extension of degree completion needs to be submitted on the Extension of Degree Completion Time form located in Banner under the forms menu.*

**b. The program provides its policies for evaluating student ethical conduct.**

**The program elects to adopt the institution's policies for evaluating student ethical conduct:**

- Yes  
 No

**The program has program-specific policies for evaluating student ethical conduct:**

- Yes  
 No

**Policy:**

**Professional Performance** *(Please note that the practicum/internship performance criteria only applies to programs that have a required practicum/internship experience.)*

*Students' advancement in their degree program may be delayed or terminated for failure to meet established professional performance criteria. The policies and practices in this area have been established and are adhered to in order to protect the rights of students, the well-being of clients/consumers, the reputation of practicum/internship sites, and the integrity of the degree program and the profession. The following categories and subsequent lists of professional performance criteria represent reasons for delay in a student's program advancement or full dismissal from an academic program in the School of Behavioral Health. This is not, however, an exhaustive delineation. (See Disciplinary Actions.)*

**I. ADHERENCE TO PROFESSIONAL ETHICS**

*Graduate students in the School of Behavioral Health are required to conduct themselves according to the Code of Ethics for their distinct profession. Violation of any part of their profession's Code of Ethics will be reason for disciplinary action and possible dismissal from their specific program. In general, violations include, but not limited to the following behaviors:*

- a. Misconduct that involves clients/consumers on or off campus or conduct that is potentially dangerous to current or future clients/consumers.*
- b. Misconduct on or off campus directed toward other University students, faculty, or staff.*

- c. *Legal or illegal behavior that violates the mission, processes, or academic or business functions of the University and or the student's degree program.*
- d. *Forced or coerced sexual behavior.*
- e. *Sexual activity with clients/consumers (or relatives or friends of clients/consumers) including, but not limited to, sexual comments, dating, kissing, fondling, or sexual intercourse.*
- f. *Physical actions directed at clients/consumers, students, faculty, or staff, such as hitting, spanking, or slapping.*
- g. *Physical or emotional threats directed toward clients/consumers, students, faculty, or staff.*
- h. *The acceptance of gifts or money from clients/consumers that are not considered standard payment for services received on behalf of the practicum agency. Students shall not ask for or expect gifts from clients/consumers.*
- i. *Illegal or unethical behavior that limits or takes away clients'/consumers' rights or results in financial, material, or emotional loss for clients/consumers or gain for students.*
- j. *Plagiarism and other forms of academic dishonesty.*

2. *INCOMPATIBILITY WITH INHERENT PROFESSIONAL VALUES UNDERPINNING BEHAVIORAL HEALTH*

*Students may be dismissed from their program of study if they demonstrate a persistent pattern of incompatibility, inability or unwillingness to change concerning the core values, ethics and an overall pattern of being un-teachable. This pattern may be demonstrated by:*

- a. *Demonstrated resistance to learning and incorporating professional values, ethics, knowledge, and skills (including refusal to participate in or failure to complete laboratory or learning experiences).*
- b. *The presence of subjective, punitive or demoralizing actions toward others that stem from lack of openness to the differential life circumstances of others or an externalized personal ideology.*
- c. *An inability to develop tolerance for human differences.*
- d. *Failure to accept and respect human diversity as measured through repeated incapacity to form collegial and/or therapeutic relationships with individuals who have membership in one or more special populations, the repeated use of pejorative labeling, and/or the direct violation of the human rights of another.*

*Note: Professional behavioral health education includes acceptance and integration of the core values of each specific profession. The faculty's observations of students' interactions and assignments may raise questions as to whether students' values and attitudes are compatible with their profession. This does not mean, however, that there is no place for dissent or disagreement in the discourse of graduate professional education. It does mean that students must reflect upon and integrate the principles implicit in the value system of professional behavioral health practice and their specific profession. Students will be encouraged to decide whether the identified conflict/s can be resolved in favor of openness to other experiences and views. In cases where the challenges cannot be resolved and are serious enough to result in a compromising the rights and services of clients/consumers, and work with peers, supervisors, or faculty, students will be recommended for dismissal from their degree program.*

### 3. CLASSROOM BEHAVIORS

*Students who demonstrate a basic incompatibility with and/or inability to perform professionally in their program's classroom or online requirements (including laboratory or other in-class required learning activities) will be dismissed from their program. Students demonstrate an overall pattern of incompatibility with and/or inability to perform academically and professionally for reasons including but not limited to the following:*

- a. Inability to follow instructions as demonstrated by being consistently late in meeting academic deadlines and/or failing to complete requirements.*
- b. Being consistently late and/or absent from required classes, and/or pattern of leaving class before or during required classroom or laboratory activities or experiences.*
- c. A pattern of not readily or actively participating (passive participation) in required classroom or laboratory activities or experiences.*
- d. Failure to respect others' opinions in classroom discussions as demonstrated by rude comments, verbal abuse, and the pejorative labeling or name calling of others. (See LLU Student Handbook with regard to respect for the opinions of others.)*

### 4. PROFESSIONAL PRACTICUM/INTERNSHIP ISSUES

*Students who demonstrate a basic incompatibility with and/or inability to perform their program's professional practicum/internship requirements, will be dismissed from the program. Students can demonstrate this overall pattern of incompatibility with, and/or inability for reasons including, but not limited to the following:*

- a. Students who fail three placement interviews.*
- b. Students show unwillingness to participate in the practicum/internship placement process as demonstrated by turning down three placement sites within a given academic year.*
- c. Students demonstrate repeated inability to engage with the field practicum/internship learning process by requesting unwarranted/unfounded practicum/internship reassignment within a given academic year.*
- d. The standards of competency delineated by the program are not met.*
- e. Noncompliance with or demonstration of an inadequate level of knowledge and/or skill outlined in the corrective actions provided by their program's practicum/internship committee and/or academic standards committee.*
- f. Persistent failure to appear at the designated practicum/internship site at the prescribed time and/or days without prior approval.*
- g. Consistent failure to meet agency deadlines.*
- h. Failure to complete agency assignments.*
- i. Violation of agency policy and procedures.*
- j. Violation of the professional Code of Ethics of their specific profession.*
- k. Violation of LLU student policies regarding personal and academic conduct (see LLU Student Handbook).*
- l. Violation of professional performance standards of their program and the School of Behavioral Health.*
- m. Personal issues which significantly impact students' ability to meet agency or client/consumer obligations or needs.*
- n. Falsification of client/consumer records or fraudulent billing.*
- o. Violation of HIPPA requirements.*

## 5. INTERPERSONAL BEHAVIORS

*Students who demonstrate behaviors which deem them as incompatible with professional values, ethics or behaviors, or are unable to complete classroom and/or professional practicum/internship requirements regarding interpersonal competence, they may be dismissed from their specific program and the University. Students demonstrate an overall pattern of incompatibility with and/or inability through, but not limited to the following:*

- a. Demonstrated inability to establish and maintain positive and constructive interpersonal relationships including therapeutic and professional use of self, appropriate assertiveness, and conflict resolution.*
- b. Demonstrated emotional instability and/or immaturity as evidenced by repeated difficulties in forming professional relationships with faculty, University personnel, agency staff and peers (including, but not limited to, inability to engage in cooperative teamwork, physical or verbal abuse, acts of relational impropriety, and/or criminal violation of the personal and/or property rights of others).*
- c. Demonstrated behavior that shows symptoms of sufficient dysfunction or personal distress such as to compromise the worker/practitioner and client/consumer integrity, the therapeutic process, the learning of self or other students.*
- d. Seriously inappropriate affect as demonstrated by extremely withdrawn personality style, persistent incongruent affective responses in the classroom and/or practicum/internship, volatile and inflammatory responses, and persistent angry and hostile mood.*
- e. Personal problems of such magnitude that result in an inability to work effectively with clients/consumers, agency staff, peers, faculty, or University personnel.*
- f. Demonstrated deficits in effective verbal communication with clients/consumers, agency staff, peers, faculty, or University personnel.*
- g. Demonstrated inability to participate in client/consumer assessment, goal setting, treatment intervention, and/or use of adjunctive resources.*

## 6. PROFESSIONAL DEMEANOR AND IMAGE

*Students who demonstrate significant difficulties in forming a professional image that deems them as incompatible with or unable to fully interact in or complete their program's classroom and/or professional practicum/internship requirements, or to productively engage with future clients/consumers and colleagues, may be dismissed from their program and the University. Students demonstrate significant difficulties in forming a professional image through, but not limited to the following:*

- a. Severe and persistent problems with personal hygiene which inhibit interactions with others that may stem from a severe lack of self-awareness, emotional instability, personal preferential style incongruence with minimum professional standards, and/or disregard for minimum public health standards.*
- b. Severe and persistent disregard for University dress codes of a degree to be considered disruptive to the learning environment or run counter to the professional requirements of the University or their program.*

7. *SUBSTANCE ABUSE ISSUES*

*(See LLU Student Handbook for University policies.)*

8. *AREAS OF ZERO TOLERANCE\**

*The following are considered areas of zero tolerance and will result in immediate dismissal from a program in SBH:*

- a. Dual relationships with clients/consumers (whether voluntary, forced or coerced) including, but not limited to, personal friendships with clients/consumers; unauthorized transporting or contact with clients/consumers; relationships of a business or financial nature, sexual activity with clients/consumers including, but not limited to, kissing, fondling, or sexual intercourse.*
- b. Verbal, emotional, or physical threat or intimidation directed toward clients/consumers, students, faculty, staff, or agency representatives.*
- c. Physical actions directed at clients/consumers, students, faculty, or staff, such as hitting, spanking, or slapping.*
- d. Potentially slanderous or libelous acts directed towards students, faculty, staff, University representatives or their designees (including contract instructors), and agency representatives.*
- e. Illegal or unethical behavior that limits or adversely impacts on clients'/consumers' rights or results in financial, material, or emotional loss for clients/consumers or gain for students or others personally associated with the student.*
- f. Concurrent illegal activities including, but not limited to, drug trafficking, persistent trouble with the law, possession of firearms (see LLU Student Handbook), fraud on admissions documents, sexual harassment, assault, inappropriate sexual conduct with clients/consumers, intentional intimidation of others, or violations of the personal rights of others.*
- g. Failure to report concurrent charges or violations of the law that reflect significant gaps in judgement and disregard for public protection and safety (e.g., DUI, driving with a suspended license).*
- h. Failure to disclose previous criminal convictions and charges (whether or not cleared from their criminal record) which make practicum/internship placement impossible.*
- i. Gross self-interest as demonstrated by any disruptive or persistent uncooperative behavior which adversely impacts, compromises or results in disrupting the flow of care or services to clients/consumers, including but not limited to refusal to follow sanitation and safety procedures required by practicum/internship sites.*
- j. Sexual harassment (see LLU Student Handbook).*
- k. Taking any type of weapon onto campus or to the practicum/internship site.*

*\* See LLU STUDENT HANDBOOK FOR OTHER ZERO TOLERANCE POLICIES.*

**c. The program provides its policies for student termination from the program.**

**The program elects to adopt the institution's termination policies:**

- Yes  
 No

**The program has program-specific termination policies:**

- Yes  
 No

**Termination Policy for Academic Performance Misconduct**

**Academic Probation**

*Each quarter, the SBH Office of Academic Records reviews the grade reports of all students in the school and notifies departments of those whose cumulative GPA has fallen below the minimum 3.0. grade point average. Departments then work with each identified student to develop an academic plan to assist that student in raising their overall GPA to the minimum standard. Departments are to provide the dean's office with a copy of each academic plan. The procedures that further support the designation of academic probation are as follows:*

- 1. The first quarter that a student's GPA falls below the minimum 3.0 GPA, the SBH Office of Academic Records sends the student a warning letter informing them of the drop below acceptable performance. A copy of the letter is sent to the student's department. The warning letter informs the student that they have one quarter to return (improve) their GPA back to the minimum required 3.0; and if they fail to do so, they will be placed on academic probation the subsequent quarter.*
- 2. Students who fail to raise their GPA at the end of the one-quarter warning period, they will be placed on academic probation by the school's Office of Academic Records. The student then receives a letter notifying them that they have been placed on academic probation, and that continuation of academic probation for two quarters may result in dismissal from the program. The letter also states that a repeated (nonconsecutive) pattern of below-standard performance may also result in program dismissal. A copy of the letter is sent to the student's department.*
- 3. In the event that a student is placed on academic probation, the department is responsible for conducting an immediate academic review involving at least the department chair or program director and the student's advisor. A statement regarding the academic future of the student must be formulated by the department and signed by the student, with a copy given to the school's Office of Academic Records. The statement must clearly indicate all requirements, conditions, and criteria needed to remove the probationary status.*
- 4. When the school's Office of Academic Records officially designates a student's status as probationary, a hold or limited registration authorization is placed on the student's registration if recommended by the program (i.e., the student may not register for any new courses) until grades from the previous quarter are posted and the student's academic history and satisfactory academic progress have been evaluated. Such registration holds are cleared only after the department verifies the following—as appropriate to the phase in the probationary process: a) that an academic plan has been developed with the student to address the challenges that resulted in academic probation;*

*b) that the academic plan has been implemented; and c) that the student is making satisfactory progress to raise their GPA to the minimum standard. The student is responsible for late registration fees that apply, unless other indicated by the department and/or the dean's office.*

## **Academic and Professional Disciplinary Processes**

*Note: Not all phases of disciplinary action outlined may be applicable with all cases.*

*When a student fails to observe the academic or professional performance requirements of the DSW program (and/or profession), the school, and/or the requirements and standards of the University; the following procedures apply:*

- 1. **Advisement.** From time to time a program's academic standards committee is notified of academic or behavioral issues of students that may have negative consequences on their current or future performance. If the issue does not rise to the level of a warning, the committee may ask the faculty advisor to speak with the student/s in a timely manner. The faculty member should put a note in the student's file documenting that they have met with the student.*
- 2. **Written Warning.** The student is provided with an official written warning when previous situations or problems advised about have not been resolved or are initially presented/exist that have the potential to jeopardize the academic or professional development, performance, and/or may impact the clients/consumers served by the student in their practicum experience. Based on the identified problem as defined by their program's academic standards committee and these policies, students are expected to submit a written response to their program's academic standards committee written warning, detailing how they plan to correct the problem. The SBH Dean's Office is to be provided with a copy of the written warning sent to the student and the student's response. A form is provided by the SBH Dean's Office for this purpose.*
- 3. **Academic and/or Professional Performance Probation.** Not all academic and practicum/internship issues result in probation. However, students who have not attended to the self-imposed conditions of a written warning, or for whom a serious situation or problem is identified that has violated the SBH Academic and/or Professional Performance criteria, will be placed on academic and/or professional performance/clinical probation following a full review and investigation of all issues by the program's academic standards committee. In all cases, students are provided with an opportunity to provide a written explanation and also provided a copy of the SBH (University) grievance procedures. Students placed on probation may be continue to be enrolled in both course and practicum/internship experiences unless a reduced academic load and/ or removal from their practicum/internship is deemed a necessary due to the nature of the identified issue as outlined in the Corrective Action Plan.*

*When the department/program specific academic standards committee deems that probation is warranted, they first share the content of the recommendation with*

*department leadership. Recommendations for probation are for a minimum of one quarter. Recommendations for probation proceed as follows:*

- a. The department leadership forwards the program's committee recommendation on to the SBH Associate Dean for Academic and Student Affairs for formal action. Based upon a review of the department's recommendation, the dean's office may accept or recommend additional or alternative ameliorating conditions or steps. An accepted recommendation for academic and/or professional performance probation by the dean's office is communicated to the student in writing and will include the timeline for reevaluation.*
- b. Based on acceptance of the recommendation for probation, the department/program's academic standards committee convenes and develops a Corrective Action Plan. The time frame for the corrective plan will be determined based upon the nature of the situation. After receiving notification of the recommendation for academic and/or professional performance/clinical probation the student will be provided with a copy of the Corrective Action Plan (usually within three business weeks, excluding weekends, holidays, and unscheduled school closures), including the time frame for completion of the identified issues. Delays in processing Corrective Action Plans that result from the student's failure to communicate with their program add to the response time and may result in further corrective and/or administrative action by the program and school. A copy of the Corrective Action Plan is also provided to the SBH Dean's Office. The SBH Associate Dean for Academic and Student Affairs will meet with the student to assure that the student understands the Corrective Action Plan and is aware of their rights to grieve if they do not agree with the recommendation for probation.*
- c. The Corrective Action Plan shall specifically state the concern(s), the action(s) to be undertaken by the student, and the date by which the student must demonstrate completion of and/or compliance with the plan. In the event that the plan is of a long-term nature, the student's progress is reviewed no less than one quarter following the date the Corrective Action Plan is to be executed and will continue to be reviewed quarterly until a statement of closure has been placed in the student's academic file.*
- d. Prior to the timeline for reevaluation by the dean's office, the department/program is required to notify the dean's office in writing of the student's compliance with, need to continue, or failure to comply with the Corrective Action Plan. Based upon this updated information, the department/program is to provide the dean's office with a recommendation regarding the disposition of the probation, i.e., to remove, continue, require additional conditions, place on a leave of absence or move to dismissal.*
- e. Depending on the nature of the academic and professional performance issues, the department/program's academic standards committee may recommend to the*

*Associate Dean for Academic and Student Affairs that the student's probationary status be continued for a second quarter if the student's progress toward amelioration of the identified concern(s) as outlined in the Corrective Action Plan is insufficient, and/or additional concerns have been identified. When this occurs, the department/program's academic standards committee must clearly communicate with the student in writing the reasons for their recommendation and once again assure that the student has been given an opportunity to provide additional explanation and has been informed of their right to grieve. If not already directly involved in the committee process, the department leadership must also be apprised of the committee's decision before the recommendation for continuation of probation is forwarded to the Dean's office. A copy of the continuing or modified Corrective Action Plan is provided to the SBH Dean's Office for monitoring by the Associate Dean for Academic and Student Affairs.*

*f. Closure of a Corrective Action Plan is processed by the department/program's academic standards committee on or before the end date specified in the Corrective Action Plan form. The department/program's academic standards committee reviews the student's progress to determine whether or not the identified issue(s) has (have) been resolved. The committee's decision should first be shared with department leadership for confirmation or modification. The final written decision is then provided to the student on the designated section of the Corrective Action Plan form. A copy of the updated Corrective Action Plan form that articulates closure of the issues is placed in the student's academic file and provided to the SBH Dean's Office. Note: Students are not approved for graduation if they have unresolved concern(s) on file whether or not they have been placed on academic and/or professional performance probation.*

- 4. **Suspension.** In some cases, students may be required to go on a mandatory Leave of Absence when progression in their program requires concurrent progress in course (including research) and clinical practice.*
- 5. **Dismissal.** If the problem still remains unresolved or shows insufficient improvement to meet academic and/or professional standards and requirements, then the department/program committee may make a recommendation for dismissal to the department chair, who subsequently forwards this written recommendation directly to the Dean, with a copy to the Associate Dean for Academic and Student Affairs.*

A description of the policy regarding Termination Policy for Academic Performance Misconduct is provided in the DSW Student Handbook (see Volume 3: *Disciplinary Policies and Procedures*, pp. 42-46).

## **Termination Policy for Ethical Misconduct**

### **Professional Performance Probation**

*When it is determined that a student demonstrates serious unacceptable behaviors or a pattern of behaviors or attitudes not in keeping with the values and ethics of the professional area of study*

*and/or the University, they may be placed on professional performance probation (sometimes also referred to as clinical probation). Professional performance issues include, but are not limited to, substantial and/or unresolved behaviors that affect the student's ability to complete course and/or clinical requirements; or behaviors that seriously impact the student's interactions with faculty, staff, other students, University representatives, representatives of collaborating organizations and clinical training sites, and/or clients at clinical training sites. When any of these issues have been identified, the student will be placed on professional performance probation or will incur other sanctions as deemed appropriate, given the seriousness of the infraction and/or violation of University policies.*

## **Academic and Professional Disciplinary Processes**

*Note: Not all phases of disciplinary action outlined may be applicable with all cases.*

*When a student fails to observe the academic or professional performance requirements of the DSW program (and/or profession), the school, and/or the requirements and standards of the University; the following procedures apply:*

- 1. **Advisement.** From time to time a program's academic standards committee is notified of academic or behavioral issues of students that may have negative consequences on their current or future performance. If the issue does not rise to the level of a warning, the committee may ask the faculty advisor to speak with the student/s in a timely manner. The faculty member should put a note in the student's file documenting that they have met with the student.*
- 2. **Written Warning.** The student is provided with an official written warning when previous situations or problems advised about have not been resolved or are initially presented/exist that have the potential to jeopardize the academic or professional development, performance, and/or may impact the clients/consumers served by the student in their practicum experience. Based on the identified problem as defined by their program's academic standards committee and these policies, students are expected to submit a written response to their program's academic standards committee written warning, detailing how they plan to correct the problem. The SBH Dean's Office is to be provided with a copy of the written warning sent to the student and the student's response. A form is provided by the SBH Dean's Office for this purpose.*
- 3. **Academic and/or Professional Performance Probation.** Not all academic and practicum/internship issues result in probation. However, students who have not attended to the self-imposed conditions of a written warning, or for whom a serious situation or problem is identified that has violated the SBH Academic and/or Professional Performance criteria, will be placed on academic and/or professional performance/clinical probation following a full review and investigation of all issues by the program's academic standards committee. In all cases, students are provided with an opportunity to provide a written explanation and also provided a copy of the SBH (University) grievance procedures. Students placed on probation may be continue to be enrolled in both course and practicum/internship experiences unless a reduced academic*

*load and/ or removal from their practicum/internship is deemed a necessary due to the nature of the identified issue as outlined in the Corrective Action Plan.*

*When the department/program specific academic standards committee deems that probation is warranted, they first share the content of the recommendation with department leadership. Recommendations for probation are for a minimum of one quarter. Recommendations for probation proceed as follows:*

- a. The department leadership forwards the program's committee recommendation on to the SBH Associate Dean for Academic and Student Affairs for formal action. Based upon a review of the department's recommendation, the dean's office may accept or recommend additional or alternative ameliorating conditions or steps. An accepted recommendation for academic and/or professional performance probation by the dean's office is communicated to the student in writing and will include the timeline for reevaluation.*
- b. Based on acceptance of the recommendation for probation, the department/program's academic standards committee convenes and develops a Corrective Action Plan. The time frame for the corrective plan will be determined based upon the nature of the situation. After receiving notification of the recommendation for academic and/or professional performance/clinical probation the student will be provided with a copy of the Corrective Action Plan (usually within three business weeks, excluding weekends, holidays, and unscheduled school closures), including the time frame for completion of the identified issues. Delays in processing Corrective Action Plans that result from the student's failure to communicate with their program add to the response time and may result in further corrective and/or administrative action by the program and school. A copy of the Corrective Action Plan is also provided to the SBH Dean's Office. The SBH Associate Dean for Academic and Student Affairs will meet with the student to assure that the student understands the Corrective Action Plan and is aware of their rights to grieve if they do not agree with the recommendation for probation.*
- c. The Corrective Action Plan shall specifically state the concern(s), the action(s) to be undertaken by the student, and the date by which the student must demonstrate completion of and/or compliance with the plan. In the event that the plan is of a long-term nature, the student's progress is reviewed no less than one quarter following the date the Corrective Action Plan is to be executed and will continue to be reviewed quarterly until a statement of closure has been placed in the student's academic file.*
- d. Prior to the timeline for reevaluation by the dean's office, the department/program is required to notify the dean's office in writing of the student's compliance with, need to continue, or failure to comply with the Corrective Action Plan. Based upon this updated information, the department/program is to provide the dean's office with a recommendation*

*regarding the disposition of the probation, i.e., to remove, continue, require additional conditions, place on a leave of absence or move to dismissal.*

- e. Depending on the nature of the academic and professional performance issues, the department/program's academic standards committee may recommend to the Associate Dean for Academic and Student Affairs that the student's probationary status be continued for a second quarter if the student's progress toward amelioration of the identified concern(s) as outlined in the Corrective Action Plan is insufficient, and/or additional concerns have been identified. When this occurs, the department/program's academic standards committee must clearly communicate with the student in writing the reasons for their recommendation and once again assure that the student has been given an opportunity to provide additional explanation and has been informed of their right to grieve. If not already directly involved in the committee process, the department leadership must also be apprised of the committee's decision before the recommendation for continuation of probation is forwarded to the Dean's office. A copy of the continuing or modified Corrective Action Plan is provided to the SBH Dean's Office for monitoring by the Associate Dean for Academic and Student Affairs.*
  - f. Closure of a Corrective Action Plan is processed by the department/program's academic standards committee on or before the end date specified in the Corrective Action Plan form. The department/program's academic standards committee reviews the student's progress to determine whether or not the identified issue(s) has (have) been resolved. The committee's decision should first be shared with department leadership for confirmation or modification. The final written decision is then provided to the student on the designated section of the Corrective Action Plan form. A copy of the updated Corrective Action Plan form that articulates closure of the issues is placed in the student's academic file and provided to the SBH Dean's Office. Note: Students are not approved for graduation if they have unresolved concern(s) on file whether or not they have been placed on academic and/or professional performance probation.*
- 4. **Suspension.** In some cases, students may be required to go on a mandatory Leave of Absence when progression in their program requires concurrent progress in course (including research) and clinical practice.*
- 5. **Dismissal.** If the problem still remains unresolved or shows insufficient improvement to meet academic and/or professional standards and requirements, then the department/program committee may make a recommendation for dismissal to the department chair, who subsequently forwards this written recommendation directly to the Dean, with a copy to the Associate Dean for Academic and Student Affairs.*

## **Dismissal**

*Students who violate the legal and/or ethical standards of professional practice cannot meet the objectives and outcomes of a Corrective Action Plan, evidence severity in the identified*

*problem(s), or develop additional problems during a period of corrective action of a similar scope as those previously identified, can be dismissed from their degree program. When any or all of the above are evidenced, the program's academic standards committee recommends to department leadership that the student be immediately dismissed from the program. Department leadership reviews with the program's academic standards committee their recommendation and then subsequently forwards the recommendation to the Dean of the School for formal action. The Dean's Office will subsequently review the issue, adherence with policy, and if there is concurrence, the student will be notified in writing that they have been dismissed from the program and University (see LLU Student Handbook Grievance Procedure).*

A description of the policy regarding Termination Policy for Ethical Misconduct is provided in the DSW Student Handbook (see Volume 3: *Disciplinary Policies and Procedures*, pp. 42-46).

<b>d. The program provides its policies related to due process for reasons of academic performance.</b>
---

**Policy:**

***Course Grade Grievances***

*A student who believes that the final grade received in a course does not accurately represent their performance in the course may request a review of the grade assigned. A request for a grade review must occur within one quarter (i.e., the quarter immediately following) the assignment of the grade in question. (Note: The grade-grievance process is not applicable to the review of grades received on assignments prior to the assignment of a grade in the course.) The grade-review/-grievance process is as follows:*

- 1. The student submits in writing to the course instructor a request for grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The instructor is to respond promptly to the student's request, including any necessary clarification of evaluation criteria and grade calculation.*
- 2. If the student is not satisfied with the explanation(s) provided by the instructor, the student then submits in writing to the department Executive Associate Chair a request for a grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The Executive Associate Chair is to respond promptly to the student's request, which means they are responsible for investigating the claim(s).*
- 3. If the student is not satisfied with the explanation(s) provided by the Executive Associate Chair, the student then submits in writing to the dean a request for a grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The dean will respond by conducting an appropriate investigation, which may include appointing an ad hoc committee to assess the student's claim(s) and then make a final determination regarding the matter. In the event that an ad hoc committee is used, the committee provides its findings to the dean, which may include agreement or disagreement with the grade provided, or other determinations as appropriate.*

4. *The decision of the dean will be final and will be shared with the student in writing.*

A description of the Course Grade Grievance Policy is also provided in the DSW Student Handbook (see Volume 3: *Course Grade Grievances*, p. 47).

**e. The program provides its policies related to due process for reasons of ethical conduct.**

**Policy:**

***Disciplinary or Academic Grievance Procedure***

*Students who feel that they have been incorrectly disciplined or have other academic complaints may grieve the actions of their program as outlined below:*

1. *Students must first submit a written request to initiate a review of any decision they wish to grieve.*
  - i. *If the student is grieving a decision made by the department's student affairs committee, the written request should first be directed to the chair of that committee.*
  - ii. *If the student is grieving a disciplinary or academic issue that was not made by the department's student affairs committee, the written request should be directed to the department leadership (chair, executive associate chair or associate chair). In response, the department leadership is required to provide the student with a written response of the determination.*
2. *Students dissatisfied with the determination of the chair of the student affairs committee (1.i above) or department leadership (1.ii above) may appeal to the Dean of the SBH where the disciplinary issues will be further reviewed. This may require the student to meet with the Dean in person in order to clarify any needed information. If deemed necessary, the Dean will form a panel/committee to assist in the review process.*
3. *A written determination will be provided to the student once the process is complete.*

A description of the grievance procedure for ethical conduct is provided in the DSW Student Handbook (see Volume 3: *Disciplinary or Academic Grievance Procedure*, pp. 47-48).

**f. The program provides its policies related to due process for reasons of student termination from the program.**

**Policy:**

**Probation, Mandatory Leave, and Dismissal Grievance Procedure**

*Students who wish to appeal a recommendation regarding academic and/or professional performance probation, a mandatory leave of absence, or dismissal from a program must follow*

*the steps indicated below. (The grievance process described below does not apply to decisions regarding admissions and readmission.)*

1. *Students must first submit a written request to initiate a review of any decision they wish to grieve.*
  - i. *If the student is grieving a decision made by the department's student affairs committee, the written request should first be directed to the chair of that committee.*
  - ii. *If the student is grieving a disciplinary or academic issue that was not made by the department's student affairs committee, the written request should be directed to the department leadership (chair, executive associate chair or associate chair). In response, the department leadership is required to provide the student with a written response of the determination.*
2. *Students dissatisfied with the determination of the chair of the student affairs committee (1.i above) or department leadership (1.ii above) may appeal to the Dean of the SBH where the disciplinary issues will be further reviewed. This may require the student to meet with the Dean in person in order to clarify any needed information. The dean may choose to conduct the review or may convene an ad hoc faculty review committee. Ad hoc review committees are made up of at least three faculty members in the School or the University who have been identified as capable of impartiality regarding the situation under review. The student may make a presentation to the faculty review committee and may be accompanied by a faculty representative, but they may not be accompanied by family, friends, or legal counsel in the meeting room. The faculty ad hoc review committee then provides its findings to the dean, which may include agreement or disagreement with the original faculty decision(s); or the committee may make additional or alternative recommendations to the dean. A more detailed protocol that guides the committee process is provided by the dean.*
3. *A written determination will be provided to the student once the process is complete.*

A description of the above processes are also provided in the DSW Student Handbook (see Volume 3: *Probation, Mandatory Leave, and Dismissal Grievance Procedure*, pp. 48-49).

<b>g. The program describes how these policies are articulated.</b>
---

**How each of the following policies are articulated to stakeholders and location of written articulation:**

**Evaluating Academic Performance**

DSW students are informed of the criteria used for evaluating their academic performance through multiple sources. Grading criteria and specific information regarding the evaluation of students is found in the DSW Student Handbook (see Volume 3: *Grade Requirements/Scholastic Standing*, pp. 29-30) and the course syllabi; all of which are available to students through the web-based course management program—Canvas.

Students also receive an electronic copy of DSW Student Handbook at the *New Student Orientation* when they begin the DSW program. During the new student orientation, the content of the handbook is reviewed with students including information on the program's mission, goals, a description of the curriculum, academic and professional performance expectations, the ongoing review/evaluation processes, grievance procedures for academic and professional disciplinary actions, termination processes, and all other policies and procedures relevant to the DSW program. The DSW Student Handbook is updated annually and is posted in all Canvas courses and on our DSW Program website.

Course syllabi provide students with specific expectations for each course requirement. Course syllabi are required to include course objectives, a listing of the DSW areas of expertise and skills addressed in the course, a detailed listing of course assignments, grading criteria, and scoring rubrics. This content allows for clarity of expectations regarding the body of knowledge to be learned in each course and provides mutual understanding of course assignments and related expectations. Course syllabi are provided electronically on Canvas.

### **Evaluating Ethical Conduct**

DSW students are informed of the program's expectations regarding ethical conduct and professional behavior through multiple sources. Policies outlining ethical standards are presented in the DSW Student Handbook (see Volume 3: *Academic and Professional Performance Policies*, pp. 37-42), which includes adherence to the NASW Code of Ethics, the School of Behavioral Health's professional performance criteria, and the University's standards of conduct.

Students receive an electronic copy of the handbook at New Student Orientation, where the Program Director reviews ethical expectations and the consequences of misconduct. Faculty reinforce these standards throughout coursework and field-related discussions to ensure alignment with professional values. The DSW Student Handbook is updated annually and remains accessible in Canvas and on the DSW program website to promote continued awareness and accountability.

### **Due Process for Reasons of Academic Performance**

Students are informed of their rights and procedures related to academic due process through the DSW Student Handbook (see Volume 3: *Disciplinary Policies and Procedures*, pp. 42-46; *Grievance Procedures*, pp.47-49) and through information shared at New Student Orientation. These policies outline the stepwise procedures that allow students to seek review of final course grades they believe are inaccurate, beginning with the course instructor and progressing through the Executive Associate Chair and the Dean of the School of Behavioral Health.

Students receive an electronic copy of the handbook during orientation, and the grievance process is explained to ensure understanding of due process rights and institutional fairness. The policy is further reinforced through advisor meetings and faculty communication, and the DSW Student Handbook is posted in Canvas and on the DSW program webpage for ongoing reference.

## **Due Process for Reasons of Ethical Conduct**

Students are informed of due process procedures for ethical conduct through the DSW Student Handbook (see Volume 3: *Disciplinary Policies and Procedures*, pp. 42-46; *Grievance Procedures*, pp.47-49), which details the steps available to address disciplinary or ethical concerns. These processes support students in submitting written requests for review and appeal decisions through the Program Director, department leadership, or the Dean of the School of Behavioral Health, ensuring impartial evaluation and fairness.

This policy is introduced and reviewed at New Student Orientation, where students receive an electronic copy of the handbook and guidance on navigating professional and ethical expectations. Faculty are trained on these procedures to ensure consistent application, and students have continuous access to the handbook in Canvas and on the DSW Program website.

## **Termination for Reasons of Academic Performance Misconduct**

DSW students are informed of the policies related to termination for academic performance misconduct through the DSW Student Handbook (see Volume 3: *Disciplinary Policies and Procedures*, pp. 42-46; *Grievance Procedures*, pp.47-49). These policies outline the procedures for academic probation, continued unsatisfactory performance, and dismissal.

Students receive an electronic copy of the handbook at New Student Orientation, where policies on probation and dismissal are reviewed in detail to ensure understanding of academic standards, consequences, and available supports. The handbook is updated annually, posted in Canvas, and accessible on the DSW Program website for continued reference and transparency.

## **Termination for Reasons of Ethical Misconduct**

Students are informed of the policies and procedures governing termination for ethical misconduct through the DSW Student Handbook (see Volume 3: *Disciplinary Policies and Procedures*, pp. 42-46; *Grievance Procedures*, pp.47-49). These policies specify that students may be dismissed for violations of ethical or professional standards, failure to meet corrective action plans, or conduct compromising the welfare of clients, colleagues, or the University community.

At New Student Orientation, students are provided with an electronic copy of the handbook and informed of their responsibilities to uphold professional and ethical standards. Faculty review these expectations in class discussions and professional development seminars. The handbook, available in Canvas and on the DSW Program website, ensures that all students have continuous access to the information governing ethical conduct and disciplinary procedures.

<b>h. The program addresses all program options.</b>
--

### **Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.

- Our response/compliance plan differs between program options in the following ways:

### *Student Participation*

**Accreditation Standard D4.0.8:** The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

- |   |
|---|
| <p><b>a. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.</b></p> |
|---|

The full policy for *Mechanisms for Student Input and Participation in the Curriculum* is stated below and can also be found in Volume 3: DSW Student Handbook, *Mechanisms for Student Input and Participation in the Curriculum*, pp. 35-37. The specific parts related to implicit and explicit curriculum are discussed in the relevant sections as indicated.

*The DSW program fosters a wholistic learning environment that integrates academic excellence, student engagement, and leadership development. Students have multiple opportunities to contribute to program enhancements through structured mechanisms such as surveys and course evaluations, curriculum committees, and faculty search processes. Open forums, direct faculty engagement, and student led initiatives create an inclusive space for dialogue, mentorship, and professional growth. These combined efforts ensure that students are active participants in shaping their educational experience, program culture, and the broader social work community.*

***Solicitation of Student Feedback:*** *The program actively gathers student perspectives through structured mechanisms such as surveys, course evaluations, and an exit interview process for all graduating students. These tools allow students to provide candid feedback on their educational experience, the program climate, and areas for improvement. Insights from these assessments are systematically reviewed by faculty and administration to guide programmatic enhancements and ensure that student voices contribute to shaping the learning environment and continuous quality improvement.*

***Student Representation in Committees:*** *The DSW program includes student representation in open DSW Doctoral meetings, allowing students to participate in discussions on: (a) curriculum modifications; (b) incorporating diverse perspectives and anti-oppressive frameworks; and (c) suggestions on student needs and support. By engaging in these discussions, students' lived experiences, professional goals, and diverse perspectives actively influence the DSW program.*

***Student Representation on Faculty Search Committees:*** *To promote inclusive hiring practices, the DSW program provides opportunities for students to participate in faculty ad hoc search committees. Student representatives may: (a) participate in faculty interviews; (b) provide feedback on teaching demonstrations and research presentations; and (c) advocate for faculty hires that reflect the program's commitment to academic excellence. By engaging students in faculty recruitment, the program ensures that student perspectives contribute to the selection of educators who align with the program's mission and values.*

**Program Forum:** *The Program Forum is a structured opportunity for students to engage directly with the Department Chairperson, Executive Associate Chairperson, and/or DSW Program Director on a quarterly basis, excluding summer and regular school vacations. These forums provide a designated space for students to present and discuss issues, needs, and concerns related to their academic and field experiences. Announcements regarding upcoming forums are formally communicated through student information boards and LLU email.*

**Direct Faculty Engagement:** *Students are encouraged to engage directly with faculty and program leadership on an individual or collective basis. By providing multiple, flexible pathways for student input, the DSW program upholds its commitment to equitable and inclusive engagement.*

**Student-Led Academic Support Initiatives:** *Students have the opportunity to establish peer mentoring programs, academic support initiatives, study groups, and wholeness activities that contribute to student success within the curriculum. Through faculty collaboration, students can help design supplementary workshops, tutoring programs, and study materials that support student learning outcomes.*

### **Input in the Implicit Curriculum**

DSW students have equitable and inclusive opportunities to provide input into the implicit curriculum through a variety of formal and informal mechanisms. Feedback is actively solicited through **student climate and satisfaction surveys, course evaluations, and exit interviews** for graduating students. These mechanisms allow students to share their experiences regarding program culture, communication, advising, and overall learning environment. Student perspectives gathered from these sources are systematically reviewed by faculty and administration during program and curriculum meetings to inform ongoing improvement in the implicit curriculum. Additionally, **program forums, direct faculty engagement, and opportunities for student-led discussions** ensure that students can provide candid feedback in an inclusive and supportive environment.

### **Participation in the Implicit Curriculum**

Students participate in shaping the implicit curriculum through structured engagement opportunities that promote inclusion and leadership. The **program forum**, held quarterly, allows students to meet directly with the Department Chair, Executive Associate Chair, and Program Director to discuss program climate, support needs, and community-building initiatives.

Students are also encouraged to participate in **student-led initiatives** such as peer mentoring, academic support groups, and wholeness activities that contribute to a positive learning climate. Through these mechanisms, the program ensures that student voices are valued in shaping the culture, policies, and relational aspects of the DSW learning community.

The policy for Mechanisms for Student Input and Participation in the Implicit Curriculum can be found in the DSW Student Handbook (see full policy above and Volume 3: DSW Student Handbook, *Mechanisms for Student Input and Participation in the Curriculum*, pp. 35-37).

**b. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.**

### **Input in the Explicit Curriculum**

The DSW program promotes equitable and inclusive opportunities for student input into the explicit curriculum through *course evaluations, curriculum feedback surveys, and direct communication with faculty*. Students are invited to share feedback on course content, sequencing, instructional methods, and alignment with professional competencies.

Student input is reviewed by the DSW Doctoral Committee and program leadership to inform decisions regarding course revisions, curricular integration of anti-oppressive frameworks, and the enhancement of learning outcomes. This continuous feedback process ensures that the explicit curriculum remains responsive to student needs and current professional standards.

### **Participation in the Explicit Curriculum**

Students participate in the explicit curriculum through *representation on open doctoral committees* and *involvement in faculty search processes*. Student representatives attend open DSW Doctoral meetings where curriculum development, ADEI integration, and program enhancements are discussed. Students also serve on ad hoc faculty search committees, providing feedback on teaching demonstrations, scholarship, and alignment with the program's mission. These voluntary participatory opportunities ensure that students contribute directly to curricular decision-making and faculty selection, reinforcing a collaborative and inclusive academic culture that values student perspectives in shaping both the structure and delivery of the DSW program.

The policy for Mechanisms for Student Input and Participation in the Explicit Curriculum can be found in the DSW Student Handbook (see full policy above and Volume 3: DSW Student Handbook, *Mechanisms for Student Input and Participation in the Curriculum*, pp. 35-37).

**c. The program describes how these policies are articulated.**

### **How Stakeholders are Actively Informed**

DSW students and stakeholders are actively informed of opportunities for input and participation through multiple communication channels. Information about program meetings, forums, and participation opportunities is introduced during New Student Orientation and detailed in the DSW Student Handbook.

Email announcements are regularly sent to notify students of open doctoral meetings, program forums, and faculty search activities, where student involvement is encouraged. In addition,

survey reminders and Canvas notifications are distributed throughout the academic year to prompt student participation in course evaluations and program surveys.

These communication strategies ensure that students are consistently informed and provided equitable access to opportunities for engagement, fostering transparency, inclusion, and shared responsibility in shaping both the implicit and explicit curriculum.

### **Location of the Written Articulation**

The written articulation for Mechanisms for Student Input and Participation in the Curriculum can be found in the DSW Student Handbook (see Volume 3: DSW Student Handbook, *Mechanisms for Student Input and Participation in the Curriculum*, pp. 35-37).

<b>d. The program addresses all program options.</b>
--

### **Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

## Implicit Curriculum: Faculty

**Accreditation Standard D4.1.1:** The practice doctorate program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the practice doctorate program. Inclusive of all program options, all faculty who teach in the program have doctoral degrees and the majority of the faculty also have a master's degree in social work from a CSWE-accredited program and two or more years of post-master's social work degree practice experience in social work.

<p><b>a. The program submits Form AS D4.1.1.</b></p>
--

## Form AS D4.1.1 | Faculty Summary Form

#	Name of Each Full- and Part-time Faculty Member (in alphabetical order)	Title	Full-time Faculty Member ?	Full-time Appointment to Social Work? (select N/A if not full-time faculty)	Faculty Member's Program of Principal Assignment? (select N/A if not full-time faculty)	Percentage of Assigned Time to Practice Doctorate	Degree from CSWE-Accredited Master's Program?	Doctoral Degree?	Number of Years of Post-MSW Practice Experience	Teaching Courses in Practice Doctorate Program?
1	Alemi, Qais	Professor	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Practice Doctorate <input type="checkbox"/> MSW <input type="checkbox"/> N/A	65%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2	Baek, Kelly	Associate Professor	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Practice Doctorate <input checked="" type="checkbox"/> MSW <input type="checkbox"/> N/A	16%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3	Freeman, Kimberly	Professor	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Practice Doctorate <input type="checkbox"/> MSW <input type="checkbox"/> N/A	51%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	21	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	Gallup, Donna	Associate Professor	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Practice Doctorate <input checked="" type="checkbox"/> MSW <input type="checkbox"/> N/A	37%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	23	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5	Kelley, Veronica	Assistant Clinical Professor	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Practice Doctorate <input type="checkbox"/> MSW <input checked="" type="checkbox"/> N/A	9.2%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	33	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6	Montgomery, Susanne	Professor	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Practice Doctorate <input type="checkbox"/> Doctorate	20%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

#	Name of Each Full- and Part-time Faculty Member (in alphabetical order)	Title	Full-time Faculty Member ?	Full-time Appointment to Social Work? (select N/A if not full-time faculty)	Faculty Member's Program of Principal Assignment? (select N/A if not full-time faculty)	Percentage of Assigned Time to Practice Doctorate	Degree from CSWE-Accredited Master's Program?	Doctoral Degree?	Number of Years of Post-MSW Practice Experience	Teaching Courses in Practice Doctorate Program?
					<input type="checkbox"/> MSW <input type="checkbox"/> N/A					
7	Ortiz, Larry	Professor	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Practice Doctorate <input type="checkbox"/> MSW <input type="checkbox"/> N/A	60%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8	Raine, Lynn	Associate Professor	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Practice Doctorate <input checked="" type="checkbox"/> MSW <input type="checkbox"/> N/A	20%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	19	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9	Yoshioka Mora, Georgina	Adjunct Faculty	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Practice Doctorate <input type="checkbox"/> MSW <input checked="" type="checkbox"/> N/A	9.2%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	26	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

b. The program submits a Faculty Data Form for each full- and part-time practice doctorate program faculty member.

## Faculty Data Form

**Name of Faculty Member:** Qais Alemi

**Faculty member has a doctoral degree.**

- Yes  
 No

**Faculty member has a master's degree in social work from a CSWE-accredited program.**

- Yes  
 No

**Faculty member has two or more years of *post-master's* social work degree practice experience in social work.**

- Yes  
 No

### Degree(s) Earned

<b>Degree:</b>	PhD
<b>Major (if applicable):</b>	Social Policy & Social Research
<b>Institution Granting Degree:</b>	Loma Linda University
<b>Date Awarded:</b>	06/2013

<b>Degree:</b>	MBA
<b>Major (if applicable):</b>	Health Administration
<b>Institution Granting Degree:</b>	Loma Linda University
<b>Date Awarded:</b>	06/2008

<b>Degree:</b>	MPH
<b>Major (if applicable):</b>	Global Health
<b>Institution Granting Degree:</b>	Loma Linda University
<b>Date Awarded:</b>	06/2006

<b>Degree:</b>	BS
<b>Major: (if applicable)</b>	Health Science
<b>Institution Granting Degree:</b>	San Diego State University
<b>Date Awarded:</b>	12/2003

## Academic Appointment(s)

<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	Professor
<b>Location:</b>	Loma Linda, CA
<b>Start date:</b>	07/2013
<b>End date:</b>	Present

## Post–Master’s Social Work Practice Experience

	Year(s)	Month(s)
<b>Total Post-Master’s Social Work Practice Experience:</b>	0	0

## Faculty Data Form

**Name of Faculty Member:** Kelly Baek

**Faculty member has a doctoral degree.**

- Yes  
 No

**Faculty member has a master’s degree in social work from a CSWE-accredited program.**

- Yes  
 No

**Faculty member has two or more years of *post-master’s* social work degree practice experience in social work.**

- Yes  
 No

## Degree(s) Earned

<b>Degree:</b>	PhD
<b>Major (if applicable):</b>	Social Policy/Social Research
<b>Institution Granting Degree:</b>	Loma Linda University
<b>Date Awarded:</b>	08/2018
<b>Degree:</b>	MSW
<b>Major (if applicable):</b>	Social Work
<b>Institution Granting Degree:</b>	Wayne State University
<b>Date Awarded:</b>	05/2009
<b>Degree:</b>	BA

<b>Major (if applicable):</b>	Sociology
<b>Institution Granting Degree:</b>	University of Michigan Ann Arbor
<b>Date Awarded:</b>	05/2005

### Academic Appointment(s)

<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	Associate Professor
<b>Location:</b>	Loma Linda, CA
<b>Start date:</b>	09/2018
<b>End date:</b>	Present

### Post–Master’s Social Work Practice Experience

	<b>Year(s)</b>	<b>Month(s)</b>
<b>Total Post-Master’s Social Work Practice Experience:</b>	<b>3</b>	<b>0</b>

<b>Employer:</b>	<b>Starfish Family Services</b>
<b>Title(s):</b>	Community Bridges Coordinator
<b>Location:</b>	Inkster, MI
<b>Start date:</b>	06/2009
<b>End date:</b>	06/2012

## Faculty Data Form

**Name of Faculty Member:** Kimberly Freeman

**Faculty member has a doctoral degree.**

- Yes  
 No

**Faculty member has a master’s degree in social work from a CSWE-accredited program.**

- Yes  
 No

**Faculty member has two or more years of *post-master’s* social work degree practice experience in social work.**

- Yes  
 No

## Degree(s) Earned

<b>Degree:</b>	MSW
<b>Major (if applicable):</b>	Social Work
<b>Institution Granting Degree:</b>	Loma Linda University
<b>Date Awarded:</b>	06/2004
<b>Degree:</b>	PhD
<b>Major (if applicable):</b>	Psychology
<b>Institution Granting Degree:</b>	Loma Linda University
<b>Date Awarded:</b>	09/1999
<b>Degree:</b>	MA
<b>Major (if applicable):</b>	Psychology
<b>Institution Granting Degree:</b>	Loma Linda University
<b>Date Awarded:</b>	06/1996
<b>Degree:</b>	BA
<b>Major (if applicable):</b>	Psychology
<b>Institution Granting Degree:</b>	California State University, San Bernardino
<b>Date Awarded:</b>	06/1994

## Academic Appointment(s)

<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	DSW Program Director
<b>Location:</b>	San Bernardino, CA
<b>Start date:</b>	06/2024
<b>End date:</b>	Present
<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	Professor/ Executive Associate Chair
<b>Location:</b>	San Bernardino, CA
<b>Start date:</b>	07/2007
<b>End date:</b>	Present
<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	MSW Program Director
<b>Location:</b>	San Bernardino, CA
<b>Start date:</b>	07/2006
<b>End date:</b>	04/2025

## Post–Master’s Social Work Practice Experience

	Year(s)	Month(s)
<b>Total Post-Master’s Social Work Practice Experience:</b>	<b>21</b>	<b>4</b>

<b>Employer:</b>	<b>Loma Linda University – International Behavioral Health Trauma Team</b>
<b>Title(s):</b>	Mental Health Provider/Trainer
<b>Location:</b>	San Bernardino, CA
<b>Start date:</b>	06/2004
<b>End date:</b>	Present
<b>Employer:</b>	<b>Loma Linda University – Behavioral Health Institute</b>
<b>Title(s):</b>	Mental Health Provider
<b>Location:</b>	Loma Linda, CA
<b>Start date:</b>	01/2007
<b>End date:</b>	06/2019
<b>Employer:</b>	<b>Loma Linda University – Kids FARE</b>
<b>Title(s):</b>	Mental Health Provider
<b>Location:</b>	Loma Linda, CA
<b>Start date:</b>	06/2002
<b>End date:</b>	12/2008

## Faculty Data Form

**Name of Faculty Member:** Donna Gallup

**Faculty member has a doctoral degree.**

- Yes  
 No

**Faculty member has a master’s degree in social work from a CSWE-accredited program.**

- Yes  
 No

**Faculty member has two or more years of *post-master’s* social work degree practice experience in social work.**

- Yes  
 No

## Degree(s) Earned

<b>Degree:</b>	EdD
<b>Major (if applicable):</b>	Organizational Change and Leadership
<b>Institution Granting Degree:</b>	University of Southern California
<b>Date Awarded:</b>	05/2019
<b>Degree:</b>	MSW
<b>Major (if applicable):</b>	Clinical Social Work
<b>Institution Granting Degree:</b>	New York University
<b>Date Awarded:</b>	05/2002
<b>Degree:</b>	BS
<b>Major (if applicable):</b>	Human Development and Social Policy
<b>Institution Granting Degree:</b>	Northwestern University
<b>Date Awarded:</b>	06/1989

## Academic Appointment(s)

<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	Associate Professor
<b>Location:</b>	Loma Linda, CA
<b>Start date:</b>	07/2024
<b>End date:</b>	Present
<b>Employing Academic Institution:</b>	University of Nebraska, Kearney
<b>Title(s):</b>	Associate Professor
<b>Location:</b>	Kearney, NE
<b>Start date:</b>	08/2023
<b>End date:</b>	05/2024
<b>Employing Academic Institution:</b>	Azusa Pacific University
<b>Title(s):</b>	Assistant Professor
<b>Location:</b>	Azusa, CA
<b>Start date:</b>	07/2017
<b>End date:</b>	07/2023
<b>Employing Academic Institution:</b>	Rutgers University
<b>Title(s):</b>	Adjunct-Field Consultant
<b>Location:</b>	Newark, NJ
<b>Start date:</b>	08/2004
<b>End date:</b>	08/2006
<b>Employing Academic Institution:</b>	Fordham University

<b>Title(s):</b>	Adjunct-Faculty Advisor
<b>Location:</b>	NY, NY
<b>Start date:</b>	08/2003
<b>End date:</b>	08/2006

## Post–Master’s Social Work Practice Experience

	<b>Year(s)</b>	<b>Month(s)</b>
<b>Total Post-Master’s Social Work Practice Experience:</b>	<b>23</b>	<b>3</b>

<b>Employer:</b>	<b>Consulting</b>
<b>Title(s):</b>	Self-Employed
<b>Location:</b>	Palm Desert, CA
<b>Start date:</b>	10/2017
<b>End date:</b>	Present
<b>Employer:</b>	<b>American Family Housing</b>
<b>Title(s):</b>	CEO
<b>Location:</b>	Midway City, CA
<b>Start date:</b>	10/2014
<b>End date:</b>	10/2017
<b>Employer:</b>	<b>Lamp Community</b>
<b>Title(s):</b>	CEO
<b>Location:</b>	LA, CA
<b>Start date:</b>	07/2010
<b>End date:</b>	09/2014
<b>Employer:</b>	<b>SEED, Corp.</b>
<b>Title(s):</b>	Executive Director
<b>Location:</b>	East Orange, NJ
<b>Start date:</b>	08/2007
<b>End date:</b>	07/2010
<b>Employer:</b>	<b>Advance Housing</b>
<b>Title(s):</b>	Director of Housing and Community Development
<b>Location:</b>	Hackensack, NJ
<b>Start date:</b>	12/2004
<b>End date:</b>	08/2007
<b>Employer:</b>	<b>Domestic Abuse Services</b>
<b>Title(s):</b>	Director of Residential Services
<b>Location:</b>	Newton, NJ
<b>Start date:</b>	08/2001

<b>End date:</b>	11/2004
------------------	---------

## Faculty Data Form

**Name of Faculty Member:** Veronica Kelley

**Faculty member has a doctoral degree.**

- Yes  
 No

**Faculty member has a master's degree in social work from a CSWE-accredited program.**

- Yes  
 No

**Faculty member has two or more years of *post-master's* social work degree practice experience in social work.**

- Yes  
 No

### Degree(s) Earned

<b>Degree:</b>	DSW
<b>Major (if applicable):</b>	Social Work
<b>Institution Granting Degree:</b>	Capella University
<b>Date Awarded:</b>	11/2018
<b>Degree:</b>	MSW
<b>Major (if applicable):</b>	Social Work/ Concentration Families & Children
<b>Institution Granting Degree:</b>	University of Southern California
<b>Date Awarded:</b>	12/1991
<b>Degree:</b>	BA
<b>Major (if applicable):</b>	Psychology
<b>Institution Granting Degree:</b>	Mount Saint Mary's College
<b>Date Awarded:</b>	05/1989

### Academic Appointment(s)

<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	Assistant Clinical Professor
<b>Location:</b>	San Bernardino, CA
<b>Start date:</b>	08/2013
<b>End date:</b>	Present

<b>Employing Academic Institution:</b>	<b>California State University, Fullerton</b>
<b>Title(s):</b>	Faculty
<b>Location:</b>	Fullerton, CA
<b>Start date:</b>	08/2024
<b>End date:</b>	Present
<b>Employing Academic Institution:</b>	<b>Mount Saint Mary's University</b>
<b>Title(s):</b>	Faculty
<b>Location:</b>	Los Angeles, CA
<b>Start date:</b>	08/2005
<b>End date:</b>	12/2023
<b>Employing Academic Institution:</b>	<b>California State University, San Bernardino</b>
<b>Title(s):</b>	Contract Instructor
<b>Location:</b>	San Bernardino, CA
<b>Start date:</b>	08/2017
<b>End date:</b>	12/2021
<b>Employing Academic Institution:</b>	<b>California State University, Fullerton</b>
<b>Title(s):</b>	Part Time Faculty- Human Services
<b>Location:</b>	Fullerton, CA
<b>Start date:</b>	08/2005
<b>End date:</b>	12/2009

### Post–Master’s Social Work Practice Experience

	<b>Year(s)</b>	<b>Month(s)</b>
<b>Total Post-Master’s Social Work Practice Experience:</b>	<b>33</b>	<b>9</b>

<b>Employer:</b>	<b>County of Orange</b>
<b>Title(s):</b>	Health Care Agency Director
<b>Location:</b>	Santa Ana, CA
<b>Start date:</b>	03/2024
<b>End date:</b>	Present
<b>Employer:</b>	<b>County of Orange</b>
<b>Title(s):</b>	Behavioral Health Director
<b>Location:</b>	Santa Ana, CA
<b>Start date:</b>	12/2021
<b>End date:</b>	03/2024
<b>Employer:</b>	<b>San Bernardino County</b>
<b>Title(s):</b>	Behavioral Health Director

<b>Location:</b>	San Bernardino, CA
<b>Start date:</b>	10/2016
<b>End date:</b>	12/2021
<b>Employer:</b>	<b>San Bernardino County</b>
<b>Title(s):</b>	Assistant Behavioral Health Director
<b>Location:</b>	San Bernardino, CA
<b>Start date:</b>	02/2013
<b>End date:</b>	10/2016
<b>Employer:</b>	<b>San Bernardino County</b>
<b>Title(s):</b>	Deputy Director Regional Operations & Alcohol & Drug Programs/Cultural Competency Officer
<b>Location:</b>	San Bernardino, CA
<b>Start date:</b>	09/2010
<b>End date:</b>	02/2013
<b>Employer:</b>	<b>CNS Clinical Trials</b>
<b>Title(s):</b>	Consultant
<b>Location:</b>	Long Beach CA
<b>Start date:</b>	05/2010
<b>End date:</b>	10/2016
<b>Employer:</b>	<b>San Bernardino County</b>
<b>Title(s):</b>	Cultural Competency Officer
<b>Location:</b>	Santa Ana, CA
<b>Start date:</b>	03/2009
<b>End date:</b>	09/2010
<b>Employer:</b>	<b>County of Orange</b>
<b>Title(s):</b>	Service Chief
<b>Location:</b>	Santa Ana, CA
<b>Start date:</b>	03/1999
<b>End date:</b>	03/2009
<b>Employer:</b>	<b>University of California at Irvine</b>
<b>Title(s):</b>	Clinical Social Worker II
<b>Location:</b>	Orange, CA
<b>Start date:</b>	01/1996
<b>End date:</b>	03/1999
<b>Employer:</b>	<b>Psychiatric Management Resources</b>
<b>Title(s):</b>	Community Liaison Director
<b>Location:</b>	Santa Ana, CA
<b>Start date:</b>	06/1993

<b>End date:</b>	01/1996
<b>Employer:</b>	<b>Psychiatric Management Resources</b>
<b>Title(s):</b>	Care Coordinator
<b>Location:</b>	Santa Ana, CA
<b>Start date:</b>	06/1992
<b>End date:</b>	06/1993
<b>Employer:</b>	<b>Western Medical Center</b>
<b>Title(s):</b>	Care Coordinator
<b>Location:</b>	Santa Ana, CA
<b>Start date:</b>	01/1992
<b>End date:</b>	05/1992

## Faculty Data Form

**Name of Faculty Member:** Susanne Montgomery

**Faculty member has a doctoral degree.**

- Yes  
 No

**Faculty member has a master's degree in social work from a CSWE-accredited program.**

- Yes  
 No

**Faculty member has two or more years of *post-master's* social work degree practice experience in social work.**

- Yes  
 No

### Degree(s) Earned

<b>Degree:</b>	PhD
<b>Major (if applicable):</b>	Epi, health behavior
<b>Institution Granting Degree:</b>	University of Michigan
<b>Date Awarded:</b>	05/1987
<b>Degree:</b>	MPH
<b>Major (if applicable):</b>	MPH
<b>Institution Granting Degree:</b>	University of Michigan
<b>Date Awarded:</b>	05/1984

<b>Degree:</b>	MS equivalent
<b>Major (if applicable):</b>	Nutritional science
<b>Institution Granting Degree:</b>	Justus Liebig University, Germany
<b>Date Awarded:</b>	06/1982
<b>Degree:</b>	BS
<b>Major (if applicable):</b>	Nutritional science
<b>Institution Granting Degree:</b>	Justus Liebig University, Germany
<b>Date Awarded:</b>	06/1981

### Academic Appointment(s)

<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	Professor, Associate Dean for Research
<b>Location:</b>	Loma Linda, CA
<b>Start date:</b>	08/1995
<b>End date:</b>	Present
<b>Employing Academic Institution:</b>	University of Southern California
<b>Title(s):</b>	Assistant Professor
<b>Location:</b>	Los Angeles, CA
<b>Start date:</b>	08/1990
<b>End date:</b>	06/1995
<b>Employing Academic Institution:</b>	University of Illinois
<b>Title(s):</b>	Assistant Professor
<b>Location:</b>	Champaign, IL
<b>Start date:</b>	08/1987
<b>End date:</b>	07/1990

### Post–Master’s Social Work Practice Experience

	<b>Year(s)</b>	<b>Month(s)</b>
<b>Total Post-Master’s Social Work Practice Experience:</b>	0	0

## Faculty Data Form

**Name of Faculty Member:** Larry Ortiz

**Faculty member has a doctoral degree.**

- Yes  
 No

Faculty member has a master's degree in social work from a CSWE-accredited program.

- Yes  
 No

Faculty member has two or more years of *post-master's* social work degree practice experience in social work.

- Yes  
 No

### Degree(s) Earned

<b>Degree:</b>	PhD
<b>Major (if applicable):</b>	Sociology
<b>Institution Granting Degree:</b>	State University of New York Buffalo
<b>Date Awarded:</b>	06/1987
<b>Degree:</b>	MSW
<b>Major (if applicable):</b>	Clinical
<b>Institution Granting Degree:</b>	Western Michigan University
<b>Date Awarded:</b>	04/1977
<b>Degree:</b>	BA
<b>Major (if applicable):</b>	Social Science
<b>Institution Granting Degree:</b>	Western Michigan University
<b>Date Awarded:</b>	04/1975

### Academic Appointment(s)

<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	Professor
<b>Location:</b>	Loma Linda CA
<b>Start date:</b>	09/2013
<b>End date:</b>	Present
<b>Employing Academic Institution:</b>	California State University, Dominguez Hills
<b>Title(s):</b>	Professor/Director MSW Department
<b>Location:</b>	Carson, CA
<b>Start date:</b>	01/2006
<b>End date:</b>	08/2013
<b>Employing Academic Institution:</b>	University of Maryland
<b>Title(s):</b>	Associate Professor
<b>Location:</b>	Baltimore, MD
<b>Start date:</b>	01/2000

<b>End date:</b>	12/2005
<b>Employing Academic Institution:</b>	West Chester University
<b>Title(s):</b>	Associate Professor, Director of Social Work
<b>Location:</b>	West Chester, PA
<b>Start date:</b>	08/1996
<b>End date:</b>	12/1999
<b>Employing Academic Institution:</b>	Our Lady of the Lake University
<b>Title(s):</b>	Associate Professor BSW Program Director
<b>Location:</b>	San Antonio, TX
<b>Start date:</b>	09/1990
<b>End date:</b>	08/1996
<b>Employing Academic Institution:</b>	Houghton College
<b>Title(s):</b>	Associate Professor
<b>Location:</b>	Houghton, NY
<b>Start date:</b>	08/1983
<b>End date:</b>	06/1990

### Post–Master’s Social Work Practice Experience

	<b>Year(s)</b>	<b>Month(s)</b>
<b>Total Post-Master’s Social Work Practice Experience:</b>	10	2

<b>Employer:</b>	<b>Church Mission of Help</b>
<b>Title(s):</b>	Therapist
<b>Location:</b>	Buffalo, NY
<b>Start date:</b>	08/1983
<b>End date:</b>	06/1988
<b>Employer:</b>	<b>Child and Family Services of Erie County</b>
<b>Title(s):</b>	Family Counselor/Program Director
<b>Location:</b>	Buffalo, NY
<b>Start date:</b>	11/1979
<b>End date:</b>	08/1983
<b>Employer:</b>	<b>Fredrick Douglass Community Center</b>
<b>Title(s):</b>	Mental Health Specialist
<b>Location:</b>	Kalamazoo, MI
<b>Start date:</b>	01/1978
<b>End date:</b>	08/1979

## Faculty Data Form

**Name of Faculty Member:** Lynn Raine

**Faculty member has a doctoral degree.**

- Yes  
 No

**Faculty member has a master’s degree in social work from a CSWE-accredited program.**

- Yes  
 No

**Faculty member has two or more years of *post-master’s* social work degree practice experience in social work.**

- Yes  
 No

### Degree(s) Earned

<b>Degree:</b>	PhD
<b>Major (if applicable):</b>	Social Work
<b>Institution Granting Degree:</b>	Smith College
<b>Date Awarded:</b>	06/2019
<b>Degree:</b>	MSW
<b>Major (if applicable):</b>	Social Work
<b>Institution Granting Degree:</b>	California State University, Long Beach
<b>Date Awarded:</b>	05/2006
<b>Degree:</b>	BA
<b>Major (if applicable):</b>	Psychology
<b>Institution Granting Degree:</b>	University of California, Irvine
<b>Date Awarded:</b>	06/2000

### Academic Appointment(s)

<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	Associate Professor
<b>Location:</b>	Loma Linda, CA
<b>Start date:</b>	01/2023
<b>End date:</b>	Present
<b>Employing Academic Institution:</b>	Azusa Pacific University

<b>Title(s):</b>	Associate Professor
<b>Location:</b>	Azusa, CA
<b>Start date:</b>	08/2011
<b>End date:</b>	12/2022

### Post–Master’s Social Work Practice Experience

	<b>Year(s)</b>	<b>Month(s)</b>
<b>Total Post-Master’s Social Work Practice Experience:</b>	19	2

<b>Employer:</b>	<b>Private Practice</b>
<b>Title(s):</b>	Owner
<b>Location:</b>	Brea, CA
<b>Start date:</b>	01/2009
<b>End date:</b>	Present
<b>Employer:</b>	<b>Azusa Pacific University Counseling Center</b>
<b>Title(s):</b>	Psychotherapist
<b>Location:</b>	Azusa, CA
<b>Start date:</b>	09/2014
<b>End date:</b>	04/2016
<b>Employer:</b>	<b>Foothill Family Service</b>
<b>Title(s):</b>	Program Coordinator, Adolescent Family Life Program
<b>Location:</b>	Pasadena, CA
<b>Start date:</b>	05/2008
<b>End date:</b>	01/2011
<b>Employer:</b>	<b>Foothill Family Service</b>
<b>Title(s):</b>	Therapist, School-based and Agency based counseling
<b>Location:</b>	West Covina, CA
<b>Start date:</b>	08/2006
<b>End date:</b>	04/2008

### Faculty Data Form

**Name of Faculty Member:** Georgina Yoshioka Mora

**Faculty member has a doctoral degree.**

- Yes  
 No

**Faculty member has a master’s degree in social work from a CSWE-accredited program.**

- Yes  
 No

Faculty member has two or more years of *post-master's* social work degree practice experience in social work.

- Yes  
 No

### Degree(s) Earned

<b>Degree:</b>	DSW
<b>Major (if applicable):</b>	Social Work
<b>Institution Granting Degree:</b>	Capella University, Minneapolis
<b>Date Awarded:</b>	10/2017
<b>Degree:</b>	MBA
<b>Major (if applicable):</b>	Business Administration
<b>Institution Granting Degree:</b>	University of Redlands
<b>Date Awarded:</b>	05/2008
<b>Degree:</b>	MSW
<b>Major (if applicable):</b>	Social Work, Children, Youth, Families
<b>Institution Granting Degree:</b>	California State University San Bernardino
<b>Date Awarded:</b>	06/1999
<b>Degree:</b>	BA
<b>Major (if applicable):</b>	Sociology
<b>Institution Granting Degree:</b>	California State University San Bernardino
<b>Date Awarded:</b>	06/1995

### Academic Appointment(s)

<b>Employing Academic Institution:</b>	Chaffy Community College
<b>Title(s):</b>	Adjunct Faculty
<b>Location:</b>	Rancho Cucamonga, California
<b>Start date:</b>	09/2019
<b>End date:</b>	Present
<b>Employing Academic Institution:</b>	Loma Linda University
<b>Title(s):</b>	Assistant Clinical Professor
<b>Location:</b>	Loma Linda, California
<b>Start date:</b>	09/2018
<b>End date:</b>	Present

<b>Employing Academic Institution:</b>	Brandman University
<b>Title(s):</b>	Adjunct Faculty
<b>Location:</b>	Aliso Viejo, California
<b>Start date:</b>	09/2018
<b>End date:</b>	Present
<b>Employing Academic Institution:</b>	Mt. San Antonio Community College
<b>Title(s):</b>	Adjunct Faculty
<b>Location:</b>	Walnut, California
<b>Start date:</b>	09/2002
<b>End date:</b>	Present

**Post–Master’s Social Work Practice Experience**

	<b>Year(s)</b>	<b>Month(s)</b>
<b>Total Post-Master’s Social Work Practice Experience:</b>	26	4

<b>Employer:</b>	<b>County San Bernardino, Department Behavioral Health</b>
<b>Title(s):</b>	Director
<b>Location:</b>	San Bernardino, California
<b>Start date:</b>	12/2021
<b>End date:</b>	Present
<b>Employer:</b>	<b>County San Bernardino, Department Behavioral Health</b>
<b>Title(s):</b>	Deputy Director
<b>Location:</b>	San Bernardino, California
<b>Start date:</b>	06/2017
<b>End date:</b>	12/2021
<b>Employer:</b>	<b>County San Bernardino, Department Behavioral Health</b>
<b>Title(s):</b>	Program Manager II – Adult Forensic Service Program
<b>Location:</b>	San Bernardino, California
<b>Start date:</b>	06/2011
<b>End date:</b>	06/2017
<b>Employer:</b>	<b>County San Bernardino, Department Behavioral Health</b>
<b>Title(s):</b>	Clinical Supervisor – Conditional Release Program
<b>Location:</b>	San Bernardino, California
<b>Start date:</b>	02/2010
<b>End date:</b>	06/2011
<b>Employer:</b>	<b>County San Bernardino, Department Behavioral Health</b>
<b>Title(s):</b>	Clinical Supervisor – Jail Mental Health Services
<b>Location:</b>	San Bernardino, California

<b>Start date:</b>	05/2008
<b>End date:</b>	02/2010
<b>Employer:</b>	<b>Prototypes</b>
<b>Title(s):</b>	Program Director – Community Assessment Service Center
<b>Location:</b>	San Gabriel Valley, California
<b>Start date:</b>	06/1999
<b>End date:</b>	05/2008

**c. The program identifies the total number of full-time faculty, with full-time appointment in social work, whose principal assignment is to the practice doctorate program.**

The practice doctorate program identifies no fewer than two full-time faculty with a full-time appointment in social work, whose principal assignment (51% or more of their appointment) is to the practice doctorate program:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The total number of full-time faculty with principal assignment (51% or more of their appointment) to the practice doctorate program:	3

**d. The program identifies the number of faculty who teach in the program and affirms that:**

- i. all faculty have doctoral degrees; and**
- ii. the majority of the faculty also have a master’s degree in social work from a CSWE-accredited program and two or more years of post-master’s social work degree practice experience in social work.**

The total number of faculty who teach in the practice doctorate program:	9
All faculty who teach in the practice doctorate program have doctoral degrees:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Total number of faculty who teach in the practice doctorate program that have a master’s degree in social work from a CSWE-accredited program and two or more years of post-master’s social work degree practice experience in social work:	7
A majority of faculty who teach in the practice doctorate program have a master’s degree in social work from a CSWE-accredited program and two or more years of post-master’s social work degree practice experience in social work:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**e. The program includes faculty for all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan includes faculty for all program options.

**Accreditation Standard D4.1.2:** The practice doctorate program explains how faculty size is sufficient in number to fulfill the following essential program functions: recruitment; enrollment; advising; mentorship; student engagement; retention; curriculum development; teaching; research; scholarship; supervision of student academic product(s); assessment of the core expertise and skills; service on institutional or program committees; program management; program options; course offerings and class sizes sufficient to meet program mission and area(s) of focus; and monitoring and evaluation of student progress.

**a. The program provides its full-time equivalent faculty-to-student ratio.**

**The ratio is current and reflects the time of submission:**

- Yes
- No

**Numerical full-time equivalent (FTE) Faculty-to-Student Ratio:** 1 full-time equivalent faculty-to-8 full-time equivalent students. (1:8)

**b. The program describes how this ratio is calculated.**

<b>Formula used to calculate FTE of full-time faculty</b>	Full-time faculty exclusively assigned to the DSW program are counted at 100% (1.0 FTE). Their workload typically consists of 65% teaching, 20% research, and 15% service for non-administrative faculty.  Full-time faculty with split assignments (e.g., responsibilities in both the MSW and DSW programs) have their workload allocated based on their assigned teaching, research, and service responsibilities. The distribution of time is determined yearly and in consultation with the Associate Chair.
<b>Total numerical FTE of full-time faculty</b>	2.69
<b>Formula used to calculate FTE of part-time faculty, if applicable</b>	The Full-Time Equivalent (FTE) for part-time faculty is calculated by multiplying the number of units they teach by 2.3%, which is the standard percentage of time allocated per unit of teaching.

<b>Total numerical FTE of part-time faculty, if applicable</b>	.18
<b>Formula used to calculate FTE all full- and part-time faculty</b>	The total numerical FTE of full-time faculty plus the total numerical FTE of part-time faculty.
<b>Total numerical FTE of all full- and part-time faculty</b>	2.87

<b>Formula used to calculate FTE of full-time students</b>	Full-time DSW students are equal to 1.0 FTE.
<b>Total numerical FTE of full-time students</b>	23
<b>Formula used to calculate FTE of part-time students</b>	We do not offer a part-time program
<b>Total numerical FTE of part-time students</b>	0
<b>Formula used to calculate FTE all full- and part-time faculty</b>	N/A
<b>Total numerical FTE of all full- and part-time students</b>	23

**Mathematical calculation of FTE ratio:** 23 student FTE divided by 2.87 Faculty FTE equals 8.01. As such, the faculty to student ratio is 1:8.

- c. The program explains how faculty size is sufficient in number to fulfill the following essential program functions:**
- i. recruitment;**
  - ii. enrollment;**
  - iii. advising;**
  - iv. mentorship;**
  - v. student engagement;**
  - vi. retention;**
  - vii. curriculum development;**
  - viii. teaching;**
  - ix. research;**
  - x. scholarship;**
  - xi. supervision of student academic product(s);**
  - xii. assessment of the core expertise and skills;**
  - xiii. service on institutional or program committees;**
  - xiv. program management;**
  - xv. program options;**
  - xvi. course offerings sufficient to meet program mission and area(s) of focus;**
  - xvii. class sizes sufficient to meet program mission and area(s) of focus; and**
  - xviii. monitoring and evaluation of student progress.**

**Numerical full-time equivalent (FTE) Faculty-to-Student Ratio:** 1 full-time equivalent faculty: 8 full-time equivalent students. The DSW Program maintains a faculty-to-student ratio

that is sufficient to support high-quality teaching, mentoring, supervision, and overall program operations.

Essential Program Function	Statement of Sufficiency	Description of Sufficiency
Recruitment	Faculty size is sufficient to fulfill this essential program function: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The number of faculty is sufficient to participate in monthly information sessions, review applicant files, and conduct interviews. The small program size allows each faculty member to engage meaningfully in recruitment and applicant review without exceeding workload capacity.
Enrollment	Faculty size is sufficient to fulfill this essential program function: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Faculty size supports personalized admissions deliberations and onboarding of each new cohort. Because of the limited cohort size, faculty are able to review all applications collaboratively and provide individualized feedback regarding potential and accepted students.
Advising	Faculty size is sufficient to fulfill this essential program function: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Academic advising is provided directly by the DSW Program Director. The 1:8 faculty-to-student ratio and small cohort size allow for individualized support related to course sequencing, academic progress, registration, and program standing. The block registration and cohort structure further streamline the process, ensuring consistency and reducing advising workload, making the model efficient and sustainable without additional FTE.

<p>Mentorship</p>	<p>Faculty size is sufficient to fulfill this essential program function:  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>Faculty numbers are sufficient to assign each student an Applied DSW Project Chair and mentor whose expertise aligns with the student’s applied project. The balanced distribution of students ensures sustained, individualized mentoring, with no faculty member chairing more than 3 to 5 projects at a time.</p>
<p>Student Engagement</p>	<p>Faculty size is sufficient to fulfill this essential program function:  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>Faculty size ensures consistent student engagement through small class sizes and direct faculty access. Faculty are able to facilitate interactive discussion, mentoring, and feedback that foster student participation and belonging.</p>
<p>Retention</p>	<p>Faculty size is sufficient to fulfill this essential program function:  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>Because faculty carry a limited number of student projects, they can monitor student progress closely, respond quickly to challenges, and coordinate support with program leadership—promoting strong retention and completion rates.</p>
<p>Curriculum Development</p>	<p>Faculty size is sufficient to fulfill this essential program function:  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>The current faculty composition provides adequate coverage of content areas and allows for shared responsibility in course design, curriculum review, and continuous improvement efforts through the committee review process.</p>

Teaching	<p>Faculty size is sufficient to fulfill this essential program function:</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Faculty numbers are sufficient to teach all scheduled courses without reliance on overloads and with protection of scholarship time. Each course is staffed by a faculty member with appropriate expertise, ensuring both coverage and academic depth.</p>
Research	<p>Faculty size is sufficient to fulfill this essential program function:</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The manageable faculty-to-student ratio allows faculty to balance teaching and mentorship responsibilities with active research agendas, ensuring that scholarship continues to inform the curriculum and student mentorship.</p>
Scholarship	<p>Faculty size is sufficient to fulfill this essential program function:</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Faculty size supports sustained scholarly productivity, with each faculty member engaged in publications, presentations, and applied research that model practitioner-scholar leadership for students.</p>
Supervision of Student Academic Product(s)	<p>Faculty size is sufficient to fulfill this essential program function:</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The number of qualified Applied DSW Project Chairs is sufficient to supervise all student projects while providing individualized guidance through proposal, implementation, and dissemination phases. Further, faculty are limited to overseeing 3 to 5 projects at any given time.</p>
Assessment of the Core Expertise and Skills	<p>Faculty size is sufficient to fulfill this essential program function:</p> <input checked="" type="checkbox"/> Yes	<p>Faculty are sufficient in number to collaboratively assess student learning outcomes across courses and</p>

	<input type="checkbox"/> No	applied project milestones, ensuring consistent evaluation of core expertise and skills.
Service on Institutional or Program Committees	Faculty size is sufficient to fulfill this essential program function: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The faculty composition allows for participation on key departmental and university committees without compromising teaching or advising responsibilities. This is accomplished by including service time into each faculty members workload.
Program Management	Faculty size is sufficient to fulfill this essential program function: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Faculty size is sufficient to support program management functions including scheduling, admissions coordination, assessment reporting, and accreditation activities under the leadership of the Program Director.
Program Options	Faculty size is sufficient to fulfill this essential program function: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Because the program currently offers a single option, the existing faculty composition provides sufficient instructional and administrative coverage. Should expansion occur, workload analyses are in place to ensure continued sufficiency.
Course Offerings Sufficient to Meet Program Mission and Area(s) of Focus	Faculty size is sufficient to fulfill this essential program function: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Faculty size is sufficient to ensure that all courses are offered as scheduled and aligned with the program’s mission and focus on advanced clinical leadership. The cohort and block registration structure allows courses to be delivered in the correct sequence each year

		without delays or faculty overloads, ensuring that students' progress through the curriculum efficiently and receive high-quality, mission-driven instruction.
Class Sizes Sufficient to Meet Program Mission and Area(s) of Focus	Faculty size is sufficient to fulfill this essential program function: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Small cohorts and the 1:8 ratio enable faculty to provide more meaningful instruction and detailed feedback, ensuring depth of learning consistent with doctoral-level education.
Monitoring and Evaluation of Student Progress	Faculty size is sufficient to fulfill this essential program function: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Faculty numbers are sufficient to conduct quarterly progress reviews, provide ongoing mentorship, and evaluate student milestones, ensuring that all students receive consistent, high-quality academic oversight.

**d. The program's calculation is inclusive of all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan includes faculty for all program options.

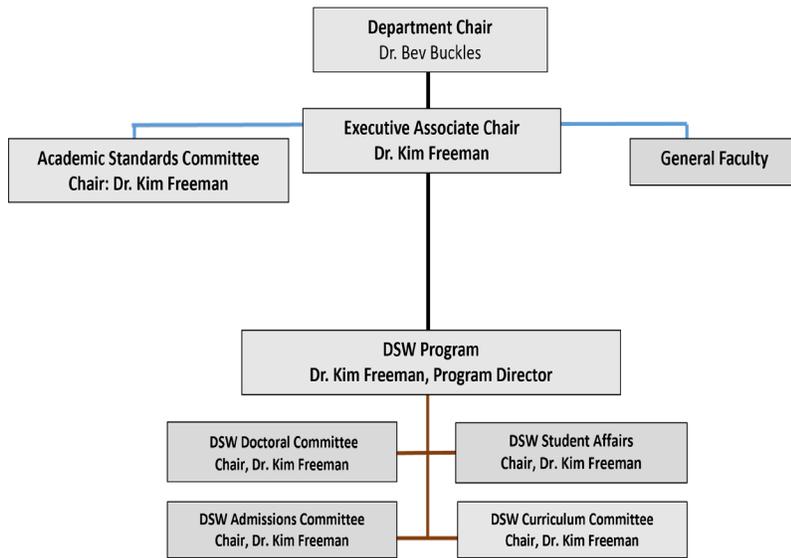
**Implicit Curriculum: Administrative and Governance Structure**

**Accreditation Standard D4.2.1:** The program has the necessary autonomy to achieve its mission.

**a. The program provides an organizational chart of its administrative structure.**

**Organizational Chart of Administrative Structure**

DSW Program Organizational Chart



**b. The program describes how it has the necessary autonomy to achieve its mission.**

**How the Program’s Administrative Structure Provides the Necessary Autonomy to Achieve Its Mission**

The DSW program is housed within the Department of Social Work and Social Ecology and functions as an independent program alongside the MSW program. The DSW program maintains full authority and autonomy over its curriculum design, applied project requirements, admission standards, and student evaluation processes.

The program’s governance and administrative structure ensure that DSW faculty exercise decision-making authority related to program development, course sequencing, and assessment of the core expertise and skills that define the practice doctorate. This autonomy allows the DSW program to develop policies, procedures, and curricular innovations that align with its mission to prepare advanced clinical leaders and applied scholars.

The Department of Social Work and Social Ecology Faculty Bylaws further reinforce this autonomy by granting the DSW faculty the ability to establish committees, revise program processes, and make recommendations regarding faculty assignments and course delivery as appropriate to the program’s unique structure.

The School of Behavioral Health provides institutional support for the DSW program, including budget oversight, grant management, admissions operations, media and marketing, technology infrastructure, and human resources. This support ensures that the DSW program operates within university policies while retaining academic independence in matters directly related to curriculum, assessment, and student learning outcomes.

## Statement of Autonomy

The DSW program has the necessary autonomy and administrative structure to achieve its mission and goals. DSW program faculty are responsible for determining the content, structure, and assessment of the DSW curriculum, as well as for making recommendations related to faculty assignments and student progression. The program's decision-making processes are consistent with the Department of Social Work and Social Ecology Faculty Bylaws and the policies of the School of Behavioral Health, ensuring that the DSW program maintains full academic and administrative autonomy while operating within the broader institutional framework of Loma Linda University.

### **c. The program addresses all program options.**

#### Check One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D4.2.2:** The social work faculty has responsibility for defining program curriculum consistent with the *2025 Accreditation Standards for Practice Doctorate Programs*.

### **a. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the *2025 Accreditation Standards for Practice Doctorate Programs*.**

## How the Social Work Curriculum is Developed, Reviewed, and Approved at the Program-Level

The DSW curriculum is developed, reviewed, and approved through a faculty-driven process within the Department of Social Work and Social Ecology. The DSW Program Director provides academic leadership and ensures alignment with the 2025 CSWE Accreditation Standards for Practice Doctorate Programs, while all DSW core faculty share responsibility for curriculum design, evaluation, and revision, with emphasis placed on their respective areas of expertise.

Curriculum development originates within the DSW Curriculum Committee, which reviews proposed course content, program outcomes, and assessment measures to ensure alignment with the program's mission, core expertise and skills, and focus on advanced clinical leadership. Proposed revisions are documented and forwarded to the DSW Doctoral Committee for formal review and approval which is then submitted to the School and University for approval as needed (e.g., initial program approval and greater than 20% change).

Ongoing curriculum review is informed by course evaluations, student feedback, annual assessment reports, and advisory input from stakeholders. This collaborative and iterative

process ensures the DSW curriculum remains current, rigorous, and responsive to emerging trends in clinical social work practice and doctoral education.

### **How the Social Work Curriculum is Developed, Reviewed, and Approved within the Larger Institution**

Within the larger institutional structure of Loma Linda University, the DSW curriculum follows a clearly defined, multi-level review and approval process. Curriculum proposals originate within the Department of Social Work and Social Ecology through the DSW Curriculum Committee and are formally reviewed by the DSW Doctoral Committee to ensure alignment with program goals, core expertise and skills, and the 2025 CSWE Accreditation Standards for Practice Doctorate Programs.

Once approved at the departmental level, proposals move through the School of Behavioral Health's internal governance process and the Dean. Following school-level approval, materials are submitted to the University Academic Affairs Committee (UAAC) for first and second readings and then forwarded to the President's Committee and, when appropriate, the Board of Trustees for final authorization.

This multi-tiered process ensures academic integrity, institutional alignment, and compliance with all accreditation standards while allowing the DSW program to maintain autonomy over its curriculum design, implementation, and assessment.

### **How The Social Work Faculty Take Responsibility for Ensuring the Curriculum Is Consistent with the *2025 Accreditation Standards for Practice Doctorate Programs***

The DSW faculty collectively assume responsibility for ensuring that the curriculum is fully aligned with the 2025 CSWE Accreditation Standards for Practice Doctorate Programs through intentional design, continuous review, and systematic assessment. Faculty engage in ongoing curriculum mapping to verify that each course, applied project component, and program outcome aligns with the CSWE-defined expectations for doctoral-level expertise and skills in clinical leadership, research utilization, and dissemination of practice-informed knowledge.

The DSW Curriculum Committee, chaired by the DSW Program Director, meets regularly to review course content, sequencing, and student learning outcomes to ensure curricular coherence and integration. Proposed curricular changes are reviewed by the DSW Doctoral Committee and approved through the Department of Social Work and Social Ecology's established governance processes. This collaborative structure ensures that the curriculum reflects the DSW program's mission, goals, and CSWE's emphasis on practice innovation, leadership, and scholarly dissemination.

Faculty also maintain consistency through systematic program evaluation and continuous improvement. Annual assessments of student learning outcomes, applied project evaluations, and faculty calibration meetings ensure shared understanding of doctoral-level expectations. These findings inform ongoing refinements to course content, pedagogical methods, and applied project assessment to remain aligned with CSWE standards.

In addition, the DSW faculty remain actively engaged in CSWE-sponsored trainings and professional development related to the Practice Doctorate Standards. Several members of the DSW Doctoral Committee have attended CSWE's most recent training sessions focused on the 2025 Accreditation Standards for Practice Doctorate Programs, ensuring that the faculty are well-informed of expectations and best practices in curriculum design, assessment, and program evaluation.

Through this collective, informed, and iterative process, the DSW faculty ensure that the curriculum remains rigorous, mission-driven, and consistent with the CSWE 2025 Practice Doctorate Standards while remaining responsive to student, institutional, and community needs.

### **Statement of Responsibility**

The LLU DSW faculty maintains the responsibility for defining program curriculum consistent with the accreditation standards.

<b>b. The program addresses all program options.</b>
--

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D4.2.3:** The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.

- |  |
|--|
| <p><b>a. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:</b></p> <ul style="list-style-type: none"><li><b>i. recruitment and hiring of program personnel;</b></li><li><b>ii. retention of program personnel;</b></li><li><b>iii. promotion of program personnel; and</b></li><li><b>iv. tenure of program personnel (if applicable).</b></li></ul> |
|--|

### **How Social Work Faculty Participate in Formulating Policies and/or Practices That Govern the Faculty Personnel Processes at the Program Level**

DSW program faculty participate directly in formulating the policies and practices that govern recruitment, hiring, retention, promotion, and tenure of program personnel. These processes are guided by the School of Behavioral Health Rank and Tenure policies and carried out in alignment with institutional policies. Faculty determine the academic and professional qualifications required for prospective faculty and other program personnel, ensuring that these

expectations are consistent with accreditation requirements, the program’s mission, and the needs of the curriculum.

When a position is anticipated or becomes available, DSW faculty review program needs, identify the areas of substantive expertise required (e.g., advanced clinical leadership, implementation science, ADEI leadership), and develop or revise position criteria accordingly. DSW faculty also review and refine search procedures to promote inclusive, accessible, and equitable recruitment practices. In addition, DSW faculty contribute to the development of expectations for mentoring, scholarly productivity, and applied practice expertise that inform retention and advancement within the program.

### **How Social Work Faculty Participate in Formulating Policies and/or Practices That Govern the Faculty Personnel Processes Within the Larger Institution**

DSW program faculty participate in the broader development of personnel policies at the School and University levels through formal governance roles. DSW faculty are members of the University Faculty Council, which informs university-wide policies related to faculty standards and academic personnel evaluation processes. DSW faculty also serve on the School of Behavioral Health Rank and Tenure Committee, which formulates the School’s criteria and processes for rank advancement and tenure, including documentation standards, review timelines, and expectations for teaching, scholarship, leadership, service, and alignment with institutional mission.

Through these roles, DSW faculty contribute to the development and refinement of policies related to equitable hiring, rank and tenure standards, professional growth expectations, and ADEI commitments across the School of Behavioral Health. These collaborative structures ensure that program-level perspectives are represented in institution-level policies and that School and University policies remain responsive to the evolving needs of doctoral social work education and practice.

### **How Social Work Faculty Participate in Implementing Policies and/or Practices That Govern the Faculty Personnel Processes at the Program Level**

DSW program faculty implement recruitment, hiring, retention, and promotion practices at the program level through shared, documented processes. For faculty recruitment, an ad hoc search committee composed of DSW faculty reviews applicants, conducts interviews, and evaluates each candidate’s qualifications and fit with the DSW program’s mission, goals, ADEI commitments, and curricular needs. Candidates who advance are invited to deliver a formal presentation to the full DSW faculty; students, alumni, staff, and community partners are invited to attend and provide input. Following these presentations, the DSW faculty, with student input, select a finalist to recommend for appointment.

DSW faculty also actively participate in ongoing implementation of retention practices, including annual faculty reviews. These reviews identify accomplishments, areas for development, and needed institutional support for professional growth. Faculty work with the Department Chair, Executive Associate Chair, and Dean to ensure that development plans,

workload adjustments, and scholarly expectations are applied equitably and in ways that promote retention, role clarity, and long-term engagement in the DSW program.

### **How Social Work Faculty Participate in Implementing Policies and/or Practices That Govern the Faculty Personnel Processes Within the Larger Institution**

At the institutional level, DSW faculty participate in applying and upholding School and University policies for promotion, rank advancement, and tenure. Faculty seeking advancement or tenure are reviewed through the School of Behavioral Health Rank and Tenure Committee, which includes DSW faculty representation. That committee evaluates the candidate's teaching effectiveness, scholarship, leadership, service, and contribution to the mission of Loma Linda University. Decisions for rank advancement are approved by School of Behavioral Health Rank and Tenure Committee and then forwarded to the Dean for final confirmation. Recommendations for tenure are provided to the Dean, who confirms and sends a recommendation to the University Tenure Committee for acceptance and forwarding to the President's Committee, and ultimate confirmation by the University Board of Trustees.

In addition, DSW faculty participate in implementing equitable and inclusive employment practices by adhering to the Loma Linda University Non-Discrimination and Affirmative Action Policy. This includes ensuring that recruitment is consistent with institutional commitments to equal opportunity and nondiscrimination, while also honoring the University's faith-based mission. DSW faculty work with Human Resource Management to ensure that position announcements are circulated broadly (e.g., Chronicle of Higher Education, Adventist Review, school and institutional channels) to reach diverse applicant pools.

Through these roles in search, advancement, and tenure review processes, DSW faculty help ensure that School and University personnel policies are implemented fairly, transparently, and in alignment with accreditation expectations, mission alignment, and social work values.

### **How Administration and Faculty Participate in Formulating and Implementing Equitable and Inclusive Policies and/or Practices for the Recruitment of Program Personnel**

**Formulation.** DSW program faculty participate in the formulation of practices and policies that govern the recruitment of program personnel through the policies and processes informed by the School of Behavioral Health Rank and Tenure policies and institutional Non-Discrimination and Affirmative Action policies. It is the responsibility of the DSW program faculty to determine the qualifications needed for program personnel in compliance with accreditation requirements. DSW faculty are members of the University Faculty Council which informs institutional policies and practices regarding the qualifications and hiring of faculty.

**Implementation.** In addition to department bylaws and DSW program processes, and membership on the University Faculty Council, implementation of recruitment policies and faculty search practices are guided by the Loma Linda University Non-Discrimination Policy that provides for the equitable and inclusive recruitment of faculty. The Loma Linda University Non-Discrimination Policy is provided below:



## LOMA LINDA UNIVERSITY

### OPERATING POLICY

*CATEGORY: Human Resource Management*

*SUBJECT: Non-Discrimination and Affirmative Action*

*COORDINATOR: Office of the Provost*

*Code:*

*Effective: 11-25-2023*

*Replace: 12-13-2016*

*Page: 1 of 9*

#### *GOVERNING POLICY:*

#### *RELATED ENTITY SPECIFIC POLICIES:*

*Loma Linda University affirms that Christian principles are not compatible with various forms of discrimination that have divided societies. Loma Linda University further affirms that all persons are of equal worth in the sight of God and that they should be so regarded by all of His people.*

*Moreover, this nation was founded upon the ideals of equal worth of all persons and equal opportunity for each individual to realize his or her fullest potential. Therefore, the University is committed to teaching and observing the biblical principles of equality.*

*The law does not require Loma Linda University to have a written program of affirmative action; but, in the spirit of the law, the University has issued this program as a guide to its employees, supporters, and students to enlighten and assist in implementing a policy of affirmative action throughout the University. The University reserves the right to express disagreement from time to time with reference to specific remedies and regulations that may be proposed to eradicate discrimination.*

*A delicate balance must be found between affirmatively seeking to assist those in a discriminated class and providing equal opportunity for all individuals, whether or not in such discriminated class. The University is committed to going the second mile and beyond to try to strike this delicate balance. The task is impossible if the only resources are legislation and litigation, but it is possible in an atmosphere of cooperation and understanding among all concerned.*

*The free exercise of religion guaranteed by the Constitution of the United States includes the right to establish and maintain religious educational institutions. Loma Linda University is incorporated as a California religious nonprofit corporation, owned and operated by the Seventh-day Adventist Church as an integral part of the church's teaching and healing*

*ministries. Federal and state guidelines clearly recognize the right of religious institutions to seek personnel and students who support the goals of the institution, including the right to give preference in employment of faculty and staff and admission of students to members of the church that sponsors the institution.*

*The University is committed to equal education and employment opportunities for men and women. While Loma Linda University (LLU) gives preference in its selection processes to students and employees who are aligned with the faith-based mission of the University and the Seventh-day Adventist Church, LLU does not and shall not unlawfully discriminate on the basis of race, color, religion, gender, sexual orientation, gender identity, national origin, medical condition, physical handicap, mental condition, veteran's status, or age in the provision of any of its services. Further, LLU is committed to providing a work environment that is free of unlawful discrimination and harassment. In keeping with this commitment, LLU strictly prohibits all forms of harassment, including but not limited to sexual harassment and harassment based on race, color, religion, gender, sexual orientation, gender identity, national origin, medical condition, physical handicap, mental condition, veteran's status, or age. Also prohibited is retaliation of any kind against individuals who file complaints in good faith or who assist in an LLU investigation. These policies apply to admissions, financial affairs, employment programs, student life and services, or any University-administered program.*

In addition to institutional policies that support the implementation of equitable and inclusive recruitment of faculty, multiple avenues have been used to recruit diverse faculty for the DSW program; including advertisements in the Chronicle of Higher Education, the Adventist Review (a denominational paper with circulation throughout the United States and Canada), institutional social media sites, and services provided through LLU Human Resource Management to expand the circulation of the position announcement of qualifications developed by the DSW program faculty.

### **How Administration and Faculty Participate in Formulating and Implementing Equitable and Inclusive Policies and/or Practices for the Hiring of Program Personnel**

**Formulation.** All DSW program faculty participate in reviewing practices around hiring personnel. The faculty discuss search procedures and how to make them more inclusive, accessible, and equitable. The responsibility for hiring DSW program faculty and other program personnel rests with the DSW faculty, with oversight from the Department Chair and support from the Executive Associate Chair. When a faculty opening occurs, the hiring process is facilitated by the LLU Human Resource Management staff assigned to support the School of Behavioral Health and its departments. Based on an evaluation of curricular needs, the DSW program faculty identify the areas of faculty expertise required. A position announcement is then developed by the DSW Program Director. The announcement reflects the faculty's commitment to hiring individuals who align with the mission, goals, values, and needs of the DSW program.

**Implementation.** Applicants for open faculty positions are reviewed by an ad hoc committee composed of DSW program faculty. Candidates meeting the established criteria are invited to interview with the full DSW program faculty. As part of this process, each candidate provides a formal presentation. Students, alumni, community members, and staff are invited to attend these

presentations, which can be conducted in person or via Zoom. Following these presentations, the DSW program faculty, with input from student members of the ad hoc committee, vote to select their final candidate. The selected candidate is then interviewed by the Dean of the School of Behavioral Health to provide institutional context and further assess alignment with the institution's mission. After the interview process, the Department Chair, with the support of the Dean, extends a faculty appointment offer to the selected candidate. The candidate may engage in discussions to clarify or negotiate aspects of the offer within institutional guidelines. Once an agreement is reached, the candidate provides a written decision to accept or decline the appointment.

For department staff positions, applications are reviewed by the Department Chair, Executive Associate Chair, and Program Directors. All applicants who meet the position criteria are then interviewed. The candidate who best meets the position requirements and the department's needs is selected by department leadership, including the Department Chair, Executive Associate Chair, and Program Directors.

### **How Administration and Faculty Participate in Formulating and Implementing Equitable and Inclusive Policies and/or Practices for the Retention of Program Personnel**

**Formulation.** Equity in DSW program faculty retention is guided by University and School of Behavioral Health policies. Retaining a quality faculty group is a priority, achieved through sustained support for scholarship and professional development. The program ensures that retention efforts align with institutional policies and the broader mission of fostering faculty growth and engagement. The retention process is designed to be equitable and inclusive, ensuring that all faculty members receive fair and supportive opportunities for rank advancement and tenure.

**Implementation.** The annual review process for all faculty and personnel serves as a mechanism for identifying accomplishments and areas for further development. This review follows equitable and inclusive policies and practices, ensuring that faculty members are supported based on their individual needs and contributions. When faculty members express or demonstrate opportunities for professional growth, department leadership, in collaboration with the Dean of the School of Behavioral Health, the Associate Dean for Research Affairs, and the Chair of the School of Behavioral Health Rank and Tenure Committee, assist in creating individualized development plans. These plans support faculty in pursuing scholarly and professional activities that enhance their contributions to the DSW program and their respective areas specialization. The School of Behavioral Health provides annual step increase to ensure competitive salaries. Rank advancement and the designation of tenure are each acknowledged by salary step increases which further supports efforts to retain faculty.

### **How Administration and Faculty Participate in Formulating and Implementing Equitable and Inclusive Policies and/or Practices the Promotion of Program Personnel**

**Formulation.** Rank advancement in the DSW program is guided by the School of Behavioral Health Rank and Tenure Policy as developed by the School of Behavioral Health Rank and Tenure Committee. Rank advancement policy is the result of faculty collaboration in identifying

the criteria for advancement at each faculty rank as informed by the different professions within the School. Representatives of the DSW program faculty are members of this committee and participate in the formulation of rank advancement policy and processes. Further, the resulting policy ensures consistency, transparency, and adherence to institutional policies regarding faculty promotion. It is designed to be equitable and inclusive, ensuring that all faculty members have fair opportunities for advancement. Faculty members seeking advancement follow a structured process that aligns with established guidelines and promotes diversity, accessibility, and fairness.

**Implementation.** Applications for rank advancement are submitted directly to the Rank and Tenure Committee for review, either by department chairs or by the faculty member applying for promotion. The review process follows equitable and inclusive policies and practices to ensure all faculty members are evaluated fairly. The authority for promotion rests with the authority of the School as determined by the Rank and Tenure Committee and supported by the Dean of the School. Upon review and recommendation by the Rank and Tenure Committee, the Dean of the School of Behavioral Health formally acknowledges the faculty member's advancement in rank. The promotion information is then forwarded to the President's Office for acknowledgment and official recording. Subsequently, the University Board of Trustees reviews and provides final acknowledgment at its next regular meeting. Faculty rank advancement is acknowledged by a salary step increase which further secures efforts to retain faculty.

A copy of the School of Behavioral Health Rank and Tenure Policy is provided below:

***School of Behavioral Health (SBH) Rank and Tenure Policy  
Loma Linda University***

**1. Rank and Tenure Committee**

*The members of the SBH Rank and Tenure Committee are appointed by the Dean, incorporating the recommendations of the faculty. The composition of the committee will be as follows:*

- 1.1 Two faculty representatives from each department financially based in the SBH.*
- 1.2 Two faculty from other schools in the University.*
- 1.3 Membership at the rank of Professor or Associate Professor.*
- 1.4 To recommend award of tenure, the committee should include three members with tenure.*

*Promotion and tenure changes will be implemented January 1 or July 1. The committee must meet at least twice a year. Faculty requests for promotion or tenure must be submitted to the Department Chair or Dean by January 15 for July 1 implementation, or August 15 for January 1 implementation. A faculty member should expect a reply to their request for promotion or tenure within six months.*

**2. Faculty rank and status**

*2.1 Faculty status within the SBH is defined by four factors:*

- a. Tenure or non-tenure track. Determines whether a faculty member will be eligible to apply for tenure during his/her employment at LLU.*
- b. Role (indicated by the prefixes listed below:*
  - Core faculty - a core faculty member, whose responsibilities will include any combination of teaching, research, administrative leadership, clinical or other practice, and service. Faculty are core faculty unless their otherwise specified.*
  - i. Clinical faculty - a faculty member whose primary responsibilities are in clinical practice in an approved area of patient care, with or without pay. (This is a non-tenurable position in SBH.)*
  - ii. Visiting faculty - A faculty member of corresponding rank in another institution, on leave to teach at LLU. This position is a one-year renewable contract with a faculty member whose term of service is expected to be two years or less. (This is a non-tenurable designation.)*
  - iii. Adjunct faculty - off-campus appointee who is available on a paid or volunteer basis to provide instructional or professional advice. Individuals may hold a faculty appointment at another university. (This is a non-tenurable designation.)*
- c. Academic rank:*
  - i. Instructor*
  - ii. Assistant Professor*

- iii. Associate Professor
  - iv. Professor
  - d. Continuous full-time, or voluntary (does not include term contracts)
- 2.2 Academic rank (minimum criteria)
- a. Instructor: 1-year renewable appointment (clinical faculty only)  
Master's or higher degree.
  - b. Assistant Professor: 1 or 3-year renewable appointment.  
Earned doctorate, or appropriate master's degree plus at least seven years of teaching and professional practice experience at LLUH or other university institution.
  - c. Associate Professor: 1, 3, or 6-year renewable appointment.  
Earned doctorate; or appropriate terminal degree with at least 15 years of teaching and professional practice experience; the department will provide justification of the terminal degree.
  - d. Professor: 1, 3, or 6-year renewable appointment.  
Earned doctorate; demonstrated excellence in teaching and scholarship.
- 2.3 Special merit rank  
Special merit ranks available as specified in the University policies; e.g., Emeritus.

### **3. Promotion**

*Promotion is based on an evaluation of the faculty member's primary contribution as outlined in the SBH faculty policies, including SBH criteria for faculty workload and evaluation. Specific emphasis is placed on teaching, research and scholarship, and administrative leadership. Clinical practice and service are also given consideration in support of a change in rank if the activity is an extension of the faculty member's academic role, with no additional remuneration outside of standard honoraria and reimbursement of expenses.*

#### **3.1 Procedure for promotion to a higher academic rank.**

- a. *The recommendation for promotion is usually initiated by the department chair to the Dean after discussion with the Dean regarding the eligibility of the individual for promotion. The chairperson then discusses the recommendation with the faculty member and then reviews with that individual the criteria, further processes and timeline/s for submitting the promotion documents.*
  - i. *A request for review for eligibility for promotion can also be initiated by the faculty member with his/her chairperson. If the chairperson fails to support the request for promotion, the faculty member may appeal directly to the Dean for consideration of promotion. In that case the chairperson and department are expected to provide the Dean, on request, with information about the faculty member's academic contribution to permit a fair and objective evaluation of the promotion request.*
  - ii. *In the event that a department has an internal review process, that process integrates into the process used by the school, i.e., the chairperson would first discuss the faculty's eligibility for promotion with the Dean, and then*

*as appropriate receive the application from the faculty member and then forward it to the department's committee. The committee would then make a recommendation to the chairperson and the application would as appropriate be forwarded by the chairperson to the Dean.*

- b. Once the application for promotion has been received by the Dean, the application is referred on to the SBH Rank and Tenure Committee. The Rank and Tenure Committee evaluates the faculty member's contribution against SBH faculty policies for evaluation appointment and promotion, and votes on the case. Decisions regarding promotion must be unanimous.
  - i. The Rank and Tenure Committee acts in an advisory capacity, responsible to the Dean, and therefore its vote is to recommend (or not to recommend) promotion. The decisions and discussions of the committee are confidential and communicated only to the Dean. In cases of dispute the Dean will review the data, meet with the Committee to review the area of disagreement and facilitate the resolution of a final determination. If promotion is denied, the Dean notifies the faculty member in writing within 30 days of such action, with copy of notification also given to the department chairperson.*
  - ii. If an incoming appointee is at the Associate or Professor level, the Rank and Tenure Committee will be asked to review documentation verifying that the appointee's qualification meet the rank criteria established by SBH. (This review is for verification of rank criteria only and is not a decision regarding employment.)**
- d. After a promotion decision is recommended, the Dean notifies the department chairperson, with copy to the faculty member, and forwards the recommendation for promotion to the Office of the President for processing. For recommendations to distinguished professor (University or school), emeritus professor, the Office of the President will forward the recommendation to the University Faculty Rank and Tenure Committee for its approval prior to consideration by the President's Committee.*
- e. The President's Committee forwards its endorsement for promotion to the Board of Trustees or to its Executive Committee as delegated.*
- f. When the promotion has been voted by the Board of Trustees or its Executive Committee, the President in writing, notifies the faculty member, the department chairperson, and the Dean. When promotion is to associate professor or above, this notification shall specify if the promotion is accompanied with a recommendation for tenure. (See also SBH tenure requirements.)*
- g. Excluding faculty members on voluntary status, promotions ordinarily become effective January 1 or July 1, and except in unusual circumstances are not retroactive.*

### **3.2 Promotion criteria**

#### **a. General promotion criteria**

*Promotion decisions will be based on the outcomes of the faculty member's annual workload reviews and fulfillment of the SBH criteria for progression to a higher rank. A faculty member who has met or exceeded the expectations of*

*all annual reviews and faculty evaluations, and clearly meets the other criteria defined in section 2.2, will be eligible for consideration for promotion. Individuals who do not meet one or more of the criteria will be advised as to what needs to occur to become eligible for promotion. Note: As part of the annual review process there should be opportunity for attention to any issues that might delay or hinder promotion. A proposed promotion will be held in abeyance if the faculty member is under University discipline.*

*The annual review process includes signing a response indicating “continuing harmonious agreement with the mission of LLU as a Christian Seventh-day Adventist health sciences university and his/her commitment to foster a caring Christian environment for students, fellow faculty, and staff.” (2015 Faculty Handbook, p. 63) Faculty will also be asked to sign the University’s conflict of interest statement.*

- i. Assistant to Associate Professor  
For all faculty a minimum of 5 years of University faculty status or equivalent professional experience is required for progression from assistant to associate professor.*
- ii. Associate Professor to Professor  
For faculty members being considered for promotion to the rank of professor, their academic record and contribution should show sustained accomplishment.*

*Promotion from Associate Professor to Professor requires a minimum of five years.*

- b. Promotion criteria for tenure track appointments  
Preamble: Criteria cannot be written to allow for every possible example of faculty activity. In some instances, the Dean and the Rank and Tenure Committee may have to exercise their best judgment in an individual case where the academic activities do not explicitly match the promotion criteria.*
  - i. Assistant to Associate Professor: Core Faculty*
    - a) The faculty member has met or exceeded the expectations in all categories of all annual reviews and faculty evaluations in accordance with SBH faculty policies.*
    - b) The faculty member is recognized as an excellent and effective teacher, with supporting written evaluations by students and peers.*
    - c) Leadership in education, e.g., in course or program development or responsibility.*
  - ii. Successful research grant acquisitions may also count toward peer publications. (School seed grants are not included in this consideration.)*

- iii. *Clear evidence as a primary author on a significant professional accreditation document will be given consideration as one of the required publications.*
- iv. *A chapter in a scholarly text will be given consideration as one of the publications.*
- v. *Abstracts and book reviews will not be counted.*
- vi. *Faculty members who have release time as a result of research funding are expected to meet a higher level of publication (i.e., one additional publication every two years for each additional 5% of release time).*

<i>A minimum of six publications (requirement effective January 1, 2017) in refereed journals or equivalent. Publications will be reviewed following SBH authorship guidelines. At least two of the referred publications must be as the senior or corresponding author. <b>Minimum Publication Requirement for Promotion Assistant to Associate</b></i>			
<i>2015</i>		<i>Effective January 1, 2017</i>	
<i>Current Requirement</i>		<i>Revised Requirement</i>	
<i>Total</i>	<i>Senior or Corresponding</i>	<i>Total</i>	<i>Senior or Corresponding</i>
<i>3</i>	<i>Not required</i>	<i>6</i>	<i>2</i>

- c. *Associate Professor to Professor: core faculty*
  - i. *The faculty member has met or exceeded the expectations of all categories of all annual reviews and faculty evaluations in accordance with SBH faculty policies.*
  - ii. *The faculty member is recognized as an excellent and effective teacher, with supporting written evaluations by students and peers.*
  - iii. *Leadership in education, e.g., in course or program development or responsibility.*
  - iv. *Required effective January 1, 2017—a minimum of ten cumulative and a minimum of six new publications in refereed journals or equivalent since last promotion. At least three of the publications must be as the senior or corresponding author. Required effective July 1, 2020, 14 cumulative publications in refereed journals or equivalent, of which at least four publications must be as senior or corresponding author. By July 1, 2020 faculty promoting to full professor must have eight publications since the last promotion. Publications will be reviewed following SBH authorship*

*guidelines.*

- v. *Successful research grant acquisitions may also count toward peer publications. (School seed grants are not included in this consideration.)*
- vi. *Clear evidence as a primary author on a significant professional accreditation document will be given consideration as one of the required publications.*
- vii. *A chapter in a scholarly text will be given consideration as one of the publications.*
- viii. *Abstracts and book reviews will not be counted.*
- ix. *Should be known nationally through activities related to education, such as lectures at conferences, contribution to education within national specialty societies, or development of public policy.*
- x. *Faculty members who have release time as a result of research funding are expected to meet a higher level of publication (i.e., one additional publication every two years for each additional 5% of release time).*

<b>Minimum Publication Requirement for Promotion Associate to Full Professor</b>							
2015		Effective January 1, 2017			Effective July 1, 2020		
Current Requirement		Revised Requirement			Revised Requirement		
Total	Senior or Corresponding	Total	Senior or Corresponding	Since Last Promotion	Total	Senior or Corresponding	Since Last Promotion
7	Not required	10	3	6	14	4	8

*Voted March 6, 2003*

*Amended Jan 12, 2006, with new administration titles and SST school name*

*Edited October 10, 2012 with SBH school name*

*First reviewed draft May 15, 2015*

*Second reviewed draft May 29, 2015*

*Final Vote/Approved December 4, 2015*

**Tenure of program personnel (if applicable):**

The program offers tenure to program personnel.

Yes

No

## How Administration and Faculty Participate in Formulating and Implementing Equitable and Inclusive Policies and/or Practices for Tenure of Program Personnel

**Formulation.** By institutional policy tenure is available to all full-time faculty and is governed by the Loma Linda University Tenure Policy. The tenure process ensures consistency, transparency, and adherence to institutional policies while promoting equitable and inclusive practices. The system is designed to provide all eligible faculty members with fair and accessible opportunities for this academic distinction.

**Implementation.** Faculty seeking tenure first apply to the School of Behavioral Health Rank and Tenure Committee. The committee reviews the application and forwards their recommendation to the Dean of the School of Behavioral Health, who provides a written endorsement of the committee's recommendation to the University Tenure Committee. The chair of the School of Behavioral Health's Rank and Tenure Committee, as a member of the University Tenure Committee, supports the presentation of the faculty member's portfolio to the University Tenure Committee. The recommendation of the University Tenure Committee is then forwarded to the President's Committee and subsequently to the University Board of Trustees for final approval. The entire process is designed to uphold equity and inclusivity, ensuring that tenure decisions are made fairly and transparently for all eligible faculty members. Designation of tenure is acknowledged by a salary step increase which supports efforts to retain faculty.

A copy of the *Loma Linda University Tenure Policy* is provided below:

### 2.5.0 Tenure Definition

*Tenure, a mutual obligation between the University and a full-time faculty member, is a recognition of achievement, expectation of continued professional growth, and evidence of commitment to the mission of the University. Tenure is a pledge of continuous academic appointment as defined by the sponsoring school or academic unit, subject to discontinuance for reasons stated in policy. (See Discontinuation of Faculty Appointment and Severance of University Employment in Section 2.5.8). An award of tenure indicates the faculty member has priority. An award of tenure indicates the faculty member has priority for retention in time of retrenchment but does not guarantee employment by a sponsoring school or academic unit of the University.*

### 2.5.1 Objectives

- a. *The purpose of tenure is to acknowledge a core of highly qualified faculty who maintain an appropriately high standard of achievement in their disciplines, as well as demonstrate a commitment and continued contribution to the mission of Loma Linda University. The award of tenure in a school or academic unit of the University recognizes outstanding professional growth by a faculty member during the prior period of University service (usually five to seven years). The period of service may be shorter for faculty with service to another institution.*

- b. *The availability of tenure in a school or academic unit of the University is designed to attract and retain faculty of the highest quality for the academic program of that school.*

### 2.5.2 Eligibility Criteria

*Full-time academic appointment, as defined in Faculty Appointments (full-time faculty who are employees of the University as designated by FT/U), is required for tenure. This does not include faculty who are employees of University-approved faculty employing corporations (FMG), faculty who are employees of the Loma Linda University Medical Center (MC), or the Behavioral Medical Center (BMC), or those who are designated as geographic full-time (GFT), part-time, or voluntary faculty (see Faculty Classification, Rank, Titles, Section 2.1). The faculty member must be in the regular academic track faculty (see Faculty Classification, Rank, Titles, Section 2.1) in the school of primary appointment which is designated as providing for the award of tenure. Each school has the right to limit the number of available tenured positions in a department based on the number of tenured positions it designates it can support in time of retrenchment. These tenured faculty may also hold research center appointments.*

- a. *The faculty member must have the rank of associate professor or above; however, promotion or appointment to associate professor or above does not include tenure automatically (See Faculty Promotion to a Higher Academic Rank and/or Change to Special Merit Rank Procedures in Section 2.3)*
- b. *Faculty having appointments in more than one school will be governed by the policy of the school of the primary appointment. This designation process does not award tenure or guarantee future award of tenure. A faculty member may hold tenure in only one school of the University.*
- c. *The award of tenure is not automatic for faculty transferring to Loma Linda University who have qualified for tenure at another institution. Prior to appointment, the University Rank and Tenure Committee may consider a request for tenure upon receiving a recommendation from the tenure committee and the dean of the school of primary appointment. In such an instance, the award of tenure will be conditional upon one year of demonstrated productivity and commitment to the mission of Loma Linda University. If questions arise regarding this demonstration, the questions will be adjudicated by the appropriate school's rank and tenure committee. In an exceptional case, when a prospective faculty has had tenure in another institution and has demonstrated a personal and professional commitment to the mission of Loma Linda University, tenure may be granted at the time of*

*appointment.*

- d. The faculty member must provide evidence of satisfactory contribution to teaching, research and service, as determined by the tenure committee of the sponsoring school or academic unit and of the University, with excellence in teaching or research and promise for continued professional growth and performance.*
- e. The faculty member must provide a written commitment to the mission statement of the University. This commitment will be demonstrated through a sustained contribution to the University's mission, such as productive service to wholeness by fostering intellectual, physical, social and spiritual values, a contribution to the diversity and equality of people in the University and in the broader community, or fostering service to humanity through local or global outreach activities. Specific criteria for the above are provided by the tenure policy of the sponsoring school or academic unit of the primary appointment.*

### *2.5.3 School/Academic Unit Responsibilities*

- a. The supplemental policies of the school or academic unit shall state whether or not tenure is offered in that entity. If tenure is offered, the supplemental policy shall state clearly and publish for all faculty the following:
  - (1) availability and delineation of tenure and/or non-tenure tracks,*
  - (2) eligibility criteria for achieving tenure,*
  - (3) process for requesting tenure,*
  - (4) tenure cycle within the school and the University,*
  - (5) documentation essential to application for tenure,*
  - (6) any limitations to tenure slots available within the school or academic unit,*
  - (7) options for employment of faculty who are denied tenure,*
  - (8) review of tenure,*
  - (9) review of process.**
- b. The school or academic unit offering tenure shall appoint a tenure committee, the members of which shall be faculty members with primary appointments in the school or academic unit who are preferably tenured faculty. It may also include faculty external to the school or academic unit. The tenure committee may be combined with the rank and promotion committee of the school, established as a subcommittee, or as a separate committee.*
- c. The supplemental policies of the school or academic unit shall set forth the process by which it will determine if the faculty member applying for tenure meets the criteria. Transmission of a recommendation for*

*tenure to the University Rank and Tenure Committee shall include a statement in writing summarizing the reasons for recommendation including the evidence that the applicant meets the criteria and the way in which the applicant meets the school's policy. A recommendation for tenure from a school does not need to be unanimous; the school may determine the level of agreement essential to its policy. The University's tenure cycle normally follows the deadline dates of applications to the school committee no later than November 1, to the University Committee no later than February 1, to the Board of Trustees no later than May, with the expected date of decision delivered no later than June 30.*

- d. The school or academic unit must confirm in the application the funding base which, in times of retrenchment, supports its offer of tenure, e.g., an endowment available within a center of the school or academic unit or a designated portion of operating income.*
- e. The policies of the school or academic unit may be more restrictive than specified in the University policy in this section but may not be more lenient. The University Rank and Tenure Committee will review of the tenure policies of the schools or academic units every five years to ascertain that their tenure fall within University tenure specifications.*

#### *2.5.4 Procedure to Initiate Tenure Policy*

*A request for tenure can be initiated by the faculty member or the faculty member's immediate superior (e.g. department chair) who forwards the application to the office of the dean. That office checks to ascertain that the application is complete, and forwards it to the rank and tenure committee or the equivalent committee of that school or academic unit for its November meeting. It should then be considered at the next meeting of that committee.*

- a. If the tenure committee or equivalent committee of that school does not recommend award of tenure, the faculty member must be provided with a written explanation detailing the reason or reasons that caused tenure to be withheld. If such an explanation is not provided, the request of the faculty member for tenure must be transmitted to the dean of the school for consideration and response.*
- b. A recommendation for award of tenure by the tenure committee or equivalent committee of the school is forwarded to the dean, then to the president, for review by the University Rank and Tenure Committee. If approved, it is processed through the February President's Committee to the May Board of Trustees meeting.*

*Review and approval or disapproval occurs at each administrative level, and a decision must be stated within nine months following consideration by the school's rank and tenure committee or equivalent committee. Disagreement at any administrative level with the committee's recommendation for tenure must be followed by a written statement to the chair of the rank and tenure committee or its equivalent committee. The decision of the Board of Trustees to award or not to award tenure is communicated to the faculty member by the president.*

c. *The award of tenure may or may not accompany promotion to Associate or Full Professor. A request for tenure is a separate consideration from that of promotion. Upon initial appointment or promotion, the faculty member shall be notified in writing by the president of the University specifying if the appointment is renewable or tenure-track.*

(1) *A request for tenure is initiated by the faculty member or the faculty member's immediate superior (e.g. department chair) who forwards the application to the office of the dean. That office checks to ascertain that the application is complete, and forwards it to the rank and tenure committee or the equivalent committee of that school or academic unit for its November meeting. It should then be considered at the next meeting of that committee.*

(2) *If the tenure committee or equivalent committee of that school does not recommend award of tenure, the faculty member must be provided with a written explanation detailing the reason or reasons that caused tenure to be withheld. If such an explanation is not provided, the request of the faculty member for tenure must be transmitted to the dean of the school for consideration and response.*

(3) *A recommendation for award of tenure by the tenure committee or equivalent committee of the school is forwarded to the dean, then to the president, for review by the University Rank and Tenure Committee. If approved, it is processed through the February President's Committee to the May Board of Trustees meeting. Review and approval or disapproval occurs at each administrative level, and a decision must be stated within nine months following consideration by the school's rank and tenure committee or equivalent committee. Disagreement at any administrative level with the committee's recommendation for tenure must be followed by a written statement to the chair of the rank and tenure committee or its equivalent committee. The decision of the Board of Trustees to award or not to award*

*tenure is communicated to the faculty member by the president.*

- (4) The award of tenure may or may not accompany promotion to Associate or Full Professor. A request for tenure is a separate consideration from that of promotion. Upon initial appointment or promotion, the faculty member shall be notified in writing by the president of the University specifying if the appointment is renewable or tenure-track.*

#### *2.5.5 Review of Tenured Faculty*

- a. The continuous academic appointment provided by the award of tenure carries with it the expectation of continued professional growth and development of the faculty member for the duration of their academic career, as demonstrated by appropriate review of the faculty member's academic activity.*
- b. Tenured faculty are provided with annual reviews of their academic functions. Criteria and procedures for this evaluation are provided by the school of their primary appointment. The results of this evaluation provides assistance to the department chair in commending and counseling tenured faculty regarding their continued professional growth and development as well as assessing merit salary increases. If a tenured faculty member's annual evaluation shows a substantial decline in compliance with the requirements for appointment of tenured faculty, or a failure to give evidence of continued support of the mission of the University, the department chair and/or dean may recommend review for possible discontinuation of tenure.*
- c. At five-year intervals a cumulative assessment of the professional growth and development of the tenured faculty member will be made according to school policy to ensure that he/she continues to meet the tenure requirements recognized at the time tenure was originally awarded. Criteria and procedures for this cumulative assessment are provided by the school of primary appointment. The dean of the school will notify the faculty member of the results of the cumulative assessment. If a tenured faculty member's five-year evaluation does not demonstrate continued cumulative compliance with the requirements for appointment of tenured faculty, the department chair and/or dean may recommend discontinuation of tenure.*
- d. The school of primary appointment is responsible for providing detailed procedures relating to assessments of performance by tenured faculty and shall publish the same in their school-specific supplementary policy.*

- e. *Implementation: Faculty awarded tenure prior to the approval of the previous policy by the Board of Trustees (1998) will be reviewed under the policy in effect at the time of award of tenure to them.*

#### 2.5.6 *Discontinuation of Tenure*

- a. *Tenure can be discontinued for failure of the faculty member to perform their assigned academic functions, as documented by the processes for review of tenured faculty, or failure to give evidence of continued support of the mission of the University, or loss of funding base. The dean of the school provides the appropriate documentation to the tenure committee of the school or to an equivalent school committee or to a subcommittee of peers selected according to the school-specific policy on discontinuation of tenure, for review and recommendation regarding possible discontinuation of the faculty member's tenure (see Section 2.5.8).*
- b. *Tenure can be discontinued for the reasons of a disciplinary action against a faculty member (see Section 2.5.8).*
- c. *Tenure will be discontinued if a faculty member changes to an ineligible status, i.e., from full-time to part-time, to an ineligible academic track, or appointment to a school that by policy does not offer tenure. Tenure will continue during family and medical leave (as specified in Paid Leave and Sick Leave Provisions for Exempt (Salaried) Staff Employees); for parental leave, it may extend for a maximum of two years of part-time employment.*
- d. *Tenure ceases when a faculty member voluntarily takes a leave of absence without University salary and there is written evidence that they are not obliged to return to University employment (Professional Leaves).*
- e. *The recommendation to discontinue tenure is initiated by the dean, forwarded to the president and finally acted on by the Board of Trustees. If the reason for discontinuation of tenure arises from application of the policy of the school on review of tenured faculty, the dean will act on a recommendation from the tenure committee of the school (or equivalent).*
- f. *Discontinuation of tenured faculty appointment and employment procedure: The Rank and Tenure Committee of the school or an equivalent committee or subcommittee of peers selected according to the school-specific policy on discontinuation of tenure recommends discontinuation of the tenure of the faculty member to the dean, with documentation justifying the action.*

- g. *The dean recommends to the president of the University the specific faculty appointment to be discontinued, with documentation justifying the action.*
- h. *The president either (a) rejects the termination or (b) concurs and sends to the faculty member by certified mail notification of the University's action and the reason for it, which shall be sent no less than one hundred eighty (180) days prior to the proposed termination date. In the same letter, the faculty member is notified of the grievance procedure through which the faculty member may contest the termination.*
- i. *While the period of notification commences with the mailing of the notice from the president, the discontinuation is not effective unless it is confirmed by the Board of Trustees.*
- j. *Unless the grievance committee determines that delay in the procedure has been substantially caused by the faculty member, salary and benefits shall continue for the faculty member until the grievance procedure is completed or terminated by the faculty member.*
- k. *The Board of Trustees may adjust the terms of this section in the event of declared fiscal exigency of the University, catastrophic emergency, or national financial collapse.*
- l. *The faculty member receiving a discontinuation notice is obligated to fulfill the terms of the current appointment. This does not prevent mutual agreements for earlier termination and a negotiated modification of the severance pay schedule where applicable.*
- m. *The position of a full-time faculty member employed by the University (FT/U) for five years or more discontinued pursuant to this section may not be filled by a replacement within two years unless the released faculty member has been offered the reappointment with employment and allowed thirty (30) days to accept or decline it.*
- n. *The grievance procedure is available for faculty who wish to contest their discontinuance.*

#### 2.5.7 *Appeal*

*A faculty member may appeal the decision made by the tenure committee of the school or by any administrative officer by submitting a written request, with accompanying documentation, to the University Rank and Tenure Committee.*

*In the event that the appeal is regarding an action of the University Rank and Tenure Committee, the appeal will be to the provost to ascertain whether the process occurred according to University policy. No further appeal is available.*

#### 2.5.8 Relationship of Administrative Appointment to Tenure

*A tenured faculty member who accepts a full-time administrative position in the University normally retains tenure in that school. Subsequently upon leaving the administrative position, he/she would normally return to a position similar to that originally held. If tenure is not to be retained, it must be clarified in writing when the administrative position is offered. No tenure is available for an administrative position.*

#### **b. The program addresses all program options.**

##### **Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

#### ***Program Director***

**Accreditation Standard D4.2.4(a):** The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the program they administer. Institutions with both a practice doctorate program and another CSWE-accredited or candidate social work program have separate directors appointed for each program.

#### **a. The program identifies the program director\* who administers all program options.**

*\*It is within the program's purview to determine the title that aligns with institutional norms for this position. This applies to all references to "program director."*

##### **The program identifies one (1) program director who administers all program options:**

- Yes
- No

**Program Director Name:** Kimberly Freeman

#### **b. The program provides documentation that the program director has a full-time appointment social work, with a principal assignment to the program they administer.**

**The documentation includes the following:**

- ☒ A memo on letterhead, contract, or hiring letter
- ☒ Explicit statement that the program director has a full-time appointment to the social work program they administer, or social work overall.
- ☒ Explicit statement that the program director has at least 51% or more of their appointment solely dedicated to the practice doctorate
- ☒ Explicit statement that the program director administers all program options
- ☒ Features a signature from a supervisor or administrator



**LOMA LINDA UNIVERSITY**  


---

**School of Behavioral Health**

March 21, 2025

Dear Dr. Freeman:

I am delighted that you will be transitioning from your position as the Director of the MSW Program to that of the DSW Program Director. The details of this change in appointment are provided below.

***DSW Program Director Appointment***

<b>Contract Duration</b>	<i>Three-year renewable full-time appointment to the DSW Program; March 21, 2025 – June 30, 2028 (Notification of renewal occurs one year before the end of the appointment period.)</i>
<b>Appointment Type and Rank</b>	<i>Faculty Appointment—Professor, Tenured, DSW Program Director.</i>
<b>Salary</b>	<i>Professor— 12-month appointment at \$153,004.80</i>
<b>Workload</b>	<i>Your assigned workload as the Executive Associate Chair for the Department of Social Work and Social Ecology and the DSW Program follows the workload distribution (administrative and teaching assignment) articulated by the School of Behavioral Health Workload Policy:</i>  <i><b>Executive Associate Chair –14%</b></i>  <i><b>DSW Program Director –51% (administering all program options)</b></i>

	<p><b>Regular Faculty Effort –35%</b>  <i>Teaching 10%</i>  <i>Advisement –5%</i>  <i>Research/Scholarship –20%</i>  <i>Service –Included in administrative duties</i></p>
--	--

In addition to the above remuneration, you will continue to receive the regular provisions for office space, equipment, state licensure, CSWE and NASW memberships, and travel.

Thank you for your continued service to the DSW Program, the Department of Social Work and Social Ecology, this school and university.

*Sincerely,*



*Beverly Buckles, DSW  
Dean*

**c. Institutions with both a practice doctorate program and another CSWE-accredited or candidate social work program identify the separate directors appointed to each program.**

- The institution has only one (1) program level.
- The institution has both a practice doctorate program and another CSWE-accredited or candidate social work program.

**Baccalaureate program director’s name (if applicable):** N/A

**Master’s program director’s name (if applicable):** Talolo Lepale

**Accreditation Standard D4.2.4(b):** The practice doctorate program director has a doctoral degree in social work, a master’s degree in social work from a CSWE accredited program, and two or more years of post-master’s social work degree practice experience in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

**a. The program attests that the program director has:**

- i. a doctoral degree in social work;**
- ii. a master’s degree in social work from a CSWE-accredited program; and**
- iii. two or more years of post-master’s social work degree practice experience in social work.**

**Program director has a doctoral degree in social work from a CSWE-accredited program per the Faculty Data Form listed in AS D4.1.1:**

Yes

No (see CSWE approved program director qualifications legacy waiver form below)





**Program director has a master’s degree in social work from a CSWE-accredited program per the Faculty Data Form listed in AS D4.1.1:**

Yes

No

**Program Director has two or more years of *post-master’s* social work degree practice experience *in social work* per the Faculty Data Form listed in AS D4.1.1:**

Yes

No

**b. The program describes the program director’s ability to provide leadership to the practice doctorate program.**

### **Program Director’s Leadership Ability**

Dr. Kimberly Freeman holds a Ph.D. in Clinical Psychology from an APA-accredited program and a Master of Social Work (MSW) from a CSWE-accredited institution. A licensed psychologist with over two decades of experience in clinical practice, higher education, and academic leadership, Dr. Freeman brings expertise ideally suited to the DSW program’s mission of preparing advanced clinical social work leaders. Her scholarship and professional practice emphasize behavioral health, trauma-informed care, implementation science, and leadership for systemic change—core areas reflected throughout the DSW curriculum.

Since joining the Department of Social Work and Social Ecology in 2004, Dr. Freeman has served as core faculty across the MSW, PhD, and now DSW programs. She led the MSW Program for nearly a decade, co-authoring two successful CSWE reaffirmation self-studies (2008, 2018) and currently leads authorship of the upcoming 2026 reaffirmation. Her record of student mentorship includes advising dozens of doctoral candidates and guiding projects centered on anti-oppressive practice, clinical innovation, and evidence-informed leadership.

Beyond her academic roles, Dr. Freeman served as Clinical Director for *Early Steps*, a \$2.48 million interdisciplinary initiative supporting underserved families, overseeing clinical operations, graduate training, and program evaluation. She currently serves as Principal Investigator on a \$3 million workforce expansion grant in social work education. Her peer-reviewed publications and book chapters focus on trauma, adolescent behavioral health, and resiliency, and as a certified trainer in the Trauma and Community Resiliency Models, she has delivered trainings nationally and internationally.

Dr. Freeman’s longstanding dedication to social work education, her record of visionary leadership, and her ability to integrate clinical expertise with educational innovation make her exceptionally qualified to direct the DSW program. Under her leadership, the program continues to embody excellence in advanced clinical leadership, social work education, research, and professional practice.

**Accreditation Standard D4.2.4(c):** The practice doctorate program director has sufficient assigned time for administrative oversight of the practice doctorate program, inclusive of all program options. It is customary for the program director to have at minimum 50% assigned time to administer the practice doctorate program.

**a. The program provides the program director's workload.**

**Program Director's Name:** Kimberly Freeman

**Program Director's Workload**

**Administrative Duties**

14% Executive Associate Chair  
51% DSW Program Director

**Teaching**

10% (release for accreditation self-studies (MSW and DSW))

**Advising**

5% Advising

**Research**

20% Scholarship

**Service**

Included in administrative duties

**Other Roles**

**b. The program describes the procedures for calculating the program director's assigned time to administer the practice doctorate social work program.**

**The assigned time calculation is inclusive of all program options.**

- Yes
- No

## **Procedures for Calculating the Program Director's Assigned Time**

Dr. Freeman's 12-month appointment includes an administrative allocation of 51% as DSW Program Director (inclusive of all program options), which provides sufficient time to effectively oversee all aspects of the DSW program. Responsibilities include curriculum development and assessment, faculty coordination, student advising, accreditation management, and program evaluation. This level of commitment ensures consistent leadership, active engagement with faculty and students, and responsiveness to institutional and accreditation standards throughout the academic year.

Her additional 14% administrative assignment as Executive Associate Chair enhances program efficiency by facilitating departmental operations that directly support the DSW program, including faculty scheduling, cross-program coordination, and integration with MSW and other department initiatives. The complementary nature of these two roles allows for streamlined communication and alignment of programmatic goals across all degree levels, ensuring that DSW program needs receive continuous administrative attention and oversight.

Beyond administrative responsibilities, Dr. Freeman's workload includes 10% teaching (release time from teaching to work on accreditation for this year), advisement, and scholarship/research in accordance with the School of Behavioral Health's workload policy.

The School of Behavioral Health workload policy is provided below.

**LOMA LINDA UNIVERSITY**  
**SCHOOL OF BEHAVIORAL HEALTH**  
*Loma Linda University*  
*Faculty Policies*  
**Workload Part I**  
*(Approved: May 28, 2015)*

### ***I. Preamble***

*The executive leadership of the Loma Linda University School of Behavioral Health is responsible for establishing minimum personnel policies, procedures, and standards that are consistent with University policies and procedures. The information contained herein shall govern the annual, promotion, and tenure review process for all contract, tenure-track, and tenured faculty in the Loma Linda University School of Behavioral Health.*

### ***II. Academic Freedom***

- A. Faculty members have full freedom to pursue study and research germane to their interests, and to that of their academic appointment (as defined by the department and SBH) and to publish the results of their research (see also; grievance procedures).*
- B. The above definition of academic freedom does not, however, exempt faculty members from:*

1. *Demonstrating in all their interactions with peers, students, and staff respect and support for the mission, values, policies, standards, and regulations of their department, SBH and the University;*
2. *Following the administrative policies of their department, SBH and the University; or*
3. *Maintaining compliance with standards of clinical practice, research standards and educational content requirements of professional accreditation.*

### **III. Integrity in Academic Responsibilities**

- A. *"The enthusiasm of faculty members and students for exploring the growing edge of knowledge must be balanced by academic responsibility for the impact of their influence in word and example upon others. Academic responsibility includes honesty, differentiation between evidence and conclusions, willingness to re-examine conclusions, openness to new evidence, and respect for those of differing viewpoints. The greatest breach of academic responsibility is misrepresentation, either by intent or by failure to investigate sufficiently."*

*As such, faculty in SBH are required to be aware of and implement the expectations of the University and School in relationship to academic responsibilities. Additional examples of failure to exercise academic responsibility on the part of a faculty member include:*

1. *Academic or professional conduct that brings discredit to the institution, School, a department, to an academic discipline, or to an individual in a manner that is illegal, unethical, or violative of individual or institutional rights and process, as defined by University faculty policies (see also Responsibilities to Colleagues).*
  2. *Using position and authority to persuade, rather than presenting convincing evidence.*
  3. *Any action that infringes on the academic freedom of others to teach, to research, to question or to test hypotheses.*
  4. *Disregard of the confidentiality of privileged information obtained from patients and their records, students and their records, administrative committees, faculty records, etc.*
  5. *Clinical use of therapeutic modalities which are not currently acceptable unless approved by the appropriate institutional review board.*
- B. *When confronted with alleged academic irresponsibility, the School will utilize University procedures to deal justly, kindly, cautiously, and intervene quickly when academic irresponsibility appears to have occurred.*

### **IV. Instructional/Educational Responsibilities**

#### **A. Curriculum**

*All SBH faculty are expected to make active contributions in curriculum development by keeping informed of changes in their discipline or area of specialization and by communicating their ideas either as a member of their school's curriculum committee or to their department's representative on that committee.*

#### **B. Subject Matter and Methods of Instruction**

*In subject matter and methods of instruction faculty are expected:*

- 1. To bring together literature, audiovisual materials, observations, experiments, and/or clinical or field experience in a manner to create a climate of active student learning, spiritual growth and wholeness.*
- 2. To present and explain learning materials with clarity, and with the appropriate use of well-prepared teaching aids.*
- 3. To conduct all aspects of the instruction with a spirit of openness, respectfulness and inclusion of all students, irrespective of student diversity in demographics differences in ways which avoid stereotyping or stigmatization.*
- 4. In conducting all aspects of the instruction, to recognize and be sensitive to learning differences, to be responsive to accommodations, and support the other identified special needs of individual students while remaining consistent with good academic practice.*
- 5. To meet all classroom, clinical instruction or supervision appointments and to consult with the program director or department chair before canceling such appointments.*

#### *C. Academic Standards*

*In the implementation of academic standards (including policies and procedures faculty are expected:*

- 1. To evaluate, grade, and promote individual students according to criteria which are developed by the School or departmental faculty committee/s, and which are made clear to the students through disclosure in course syllabi.*
- 2. To implement reasonable accommodations in accordance with the requirements and processes outlined in LLU's Disabilities Accommodation policy, as a means of meeting the academic standards developed for C.1 above.*
- 3. To report evaluations and assessment outcomes to the appropriate administrative office within designated time limits.*
- 4. To follow academic procedures for the reporting and processing of suspected academic dishonesty by students. (See SBH Student Handbook.)*
- 5. To report to the Department Chair and the Dean all breaches of the University code of conduct and/or professional ethics. (See SBH Student Handbook.)*

### **IV. Faculty Workload**

#### *A. Overview*

- 1. All faculty members are responsible to their department chair in meeting the needs of the academic programs to which they are assigned, the School and the University.*
- 2. The SBH workload policy serves as the basis of agreement between faculty members, their respective departments, and the School.*
- 3. Workload policies are developed by the SBH Executive Committee and administered by Department Chairs and the Dean.*
- 4. The successful and quality completion of faculty expectations and workload assignments are part of faculty contract evaluation and review for promotion and tenure.*

#### *B. Workload Assignments*

1. *The responsibilities of all faculty members in SBH encompass: education (e.g., didactic, clinical instruction/supervision, and research supervision); research/scholarship; and service (organizational service to the University, School, and Department; and/or mission-related service through education, clinical practice and/or research).*
2. *The distribution of assignments among faculty reflects the School's efforts to implement equity, shared effort, and distributed fiscal engagement. As such, although individual assignments may vary, to the extent possible the distribution of effort is to be equivalent, emphasize the primary purposes of the academic units (i.e., over the assignment/allowance of assignments with only tangential relevance), and supports each faculty member's responsibility for assignments and activities that support shared fiscal responsibilities and income generation that are at minimum equivalent to the cost of the faculty member's salary, employee benefits, and other educational costs/expenditures.*
3. *Faculty workload assignments are categorized generally as follows:*
  - a. *Educational/Instructional*  
*Educational/instructional effort is defined as didactic teaching of courses, which includes the development of new courses or lectures, appropriate class preparation, formal instruction of students, evaluation of student performance (grading, examinations, observations, and engagement in outcomes assessment). It can include serving as a practicum or educational liaison to practice sites at LLU and other institutions or agencies, research supervision, and the supervision of directed studies. It can also include clinical supervision and clinical instruction in the care of outpatient and/or inpatients.*
  - b. *Student Academic Advisement, Mentoring, Counseling and Support*  
*Faculty responsibilities in this category included structured (versus unplanned or passing) academic advisement and professional mentoring of students. Faculty are expected to schedule regular appointments (no less than once a quarter, or for at a minimum of one hour per quarter) with their designated advisees. The time spent with advisees should be ample enough to provide professional mentoring and guidance in academic planning that promotes the success of the student. In addition, faculty are expected to:*
    - i. *To know the work of their students well enough to provide differential - individualized advisement to those who are progressing versus those not making adequate progress, and also to advise the program director and department chair of this information in a regular (quarterly) and timely basis;*
    - ii. *To provide academic counseling to assigned students within the department regarding specific learning problems and personal challenges which jeopardize the student's academic success, and to inform the student of the limits of confidentiality regarding issues that the faculty member is ethically bound to share with program and department administration if needed to support the student's success;*
    - iii. *To conduct all aspects of advisement, mentoring and counseling with a spirit of openness to and inclusiveness of all students, irrespective of the student's personal demographics or learning differences;*

- iv. *To work with the Program Director and Department Chair to identify and refer students who are deemed in need of therapeutic or supportive counseling to one of the University's student counseling services, to a University Chaplain, or to the Dean as appropriate; and*
- v. *To have regular office hours (in accordance with full-time or part-time status and teaching load) posted and approved by the Department Chair, which are reasonably accessible to students by appointments made directly with the faculty member or through the departmental administrative secretary.*

**B. Research/Scholarship and/or Clinical practice**

- i. *Research/Scholarship: Faculty are expected to engage in research or other scholarly activity as a complementary activity to teaching and other academic responsibilities. For the research and scholarly workload, consideration is given for both basic and applied research and scholarly activities.*
  - a. *All faculty are provided with time in their workload (see Workload Distribution) to participate in research/ scholarship. Any additional workload release time provided beyond that which is automatically incorporated in faculty's workload distribution must be funded by resources external to normal department and school funds (e.g., grants) to "buy out" the cost (i.e., salary and benefits) of the release time requested by the faculty member. (See also overload and summer remuneration.)*
  - b. *See Research Support for policies related to the assignment of school and department resources, including intramural funds, technical assistance, supplies, and laboratory space.*
- ii. *Clinical Practice: Participation in the delivery of clinical services as a part of faculty workload is assigned by the Department Chair (following consultation with the Dean) as appropriate to carry academic purposes of the department or school. Note: clinical practice assigned as part of regular workload is not eligible for supplemental/overload remuneration.*

**C. Service**

*Service is defined as those activities required of all full-time faculty members in fulfillment of their responsibilities (see Workload Distribution) toward institutional engagement in the full academic enterprise, including but not limited to curriculum design and development, accreditation, assessment, and academic and institutional planning and policy development. As such, service is further defined as efforts in support of the institution's mission and purposes, at the Division, Department, School, or University level. Community service, consultations, church and international services are included in this category if administratively assigned. To this end, faculty are expected to work with their department chair to assure that they engage in the expected institutional service effort. Specific examples include, but are not limited to:*

- i. *Committees, Meetings, and Sponsorships:*
  - a. *Faculty are to participate in the University-wide Faculty Forum/Colloquium (held typically once a year), University Convocation, Graduation Weekend events, and to remain informed about university activities by reading published reports (disseminated by email or other*

- methods). It is recommended that faculty serve on more than one University-wide committee.
- b. Faculty are expected to attend school-wide faculty meetings (typically held once a quarter), and other essential events, including but not limited to university events (see list above), but also new student orientation and retreats and events scheduled to facilitate the business and school and engagement of the faculty. In addition, faculty are expected to serve on up to two school committees, as assignments become available. Note: Associate Deans, Department and Division chairs, Associate Chairs, Program Directors, and Directors of Clinical Training are required to attend all meeting associated with the implementation of their responsibilities.
  - c. Faculty are also expected to actively participate in department meetings, including general faculty meeting, special meetings, colloquia, and retreats. Faculty are also to participate in at least two department-level committees such as curriculum, academic standards, admissions, practicum, and ad hoc committees as needed to support the implementation of department programs. Note: Department and Division Chairs, Associate Chairs, Program Directors, and Directors of Clinical Training are required to attend all meeting associated with the implementation of their responsibilities.
  - d. In all committee assignments, faculty are to:
    - 1) Adhere to the expected levels of confidentiality and to leave the authorized member of the committee the release of information regarding actions and discussions of the committee, where appropriate.
    - 2) Follow through with the expectations of dissemination of committee decisions and information to their Department Chair and colleagues when expected.
- ii. Student Events and Recruitment:
- a) Faculty may be asked to participate in university, school, and/or department student events and recruitment activities. Note: Department and Division Chairs, Associate Chairs, Program Directors, and Directors of Clinical Training are required to attend all meeting associated with the implementation of their responsibilities.
  - b) Sponsorship: Faculty members should not be assigned as the sponsor for no more than one student group. Sponsorship of a student group can be considered in lieu of assignment to an additional department or program committee, as determined by the assessment of equivalent effort/time allocation.
- iii. Mission-focused Service:
- a) Approved by the Department Chair (or at the request of the university administration or the Dean) may include local and/or global service (didactic education, consultation, clinical service, and research).
  - b) Services for the church, which utilize the academic expertise of the faculty member may also be included in this category.

- c) *Note: Faculty are not to engage in any unassigned or voluntary or externally funded activity (see also LLU Conflict of Interest policies) that compromise the performance or fulfillment of their primary workload responsibilities as a faculty member. Equally, faculty may not donate their paid faculty time to the service of another organization (including other entities within Loma Linda University) without the prior and continued approval of their Department Chair. If it is found that voluntary activity undermines the fulfillment of a faculty member's responsibilities the Department Chair may require the faculty member to scale back or end said activity.*
- d) *Service activities for which faculty members receive additional remuneration are not included in the calculation of service effort.*

### C. *Workload Distribution*

*The following workload distributions are based upon the faculty member's primary program/s assignments on a 10-month appointment. Administrative assignments (Department Chairs, Division Chairs, Associate Chairs, Program Directors, and Clinical Practice Coordinators) modify the following distributions. (See Administrative Workload Distribution.)<sup>1</sup>*

#### 1. *Doctoral*

*The workload assignment for faculty teaching primarily in doctoral programs (both PhD and professional doctoral degree programs) shall adhere to the following workload distribution:*

- a. *30% didactic teaching (est. 12-13 units/year).*
- b. *35% research supervision (chair of 8-10 committees at any given time, e.g., 4-5 PhD students and 4-5 professional doctoral students).*
- c. *20% research (additional time can be identified for externally funded activities).*
- d. *15% service (equivalent to 6 hours/week for department, school, and/or university committees and academic efforts (assessment, reporting, or other designated assignments with organizational benefit); approved community (local and global) service that benefits the department, school or university and utilizes the faculty member's professional expertise.*

#### 2. *Master's*

*The workload assignment for faculty teaching primarily in master's degree programs shall adhere to the following workload distribution:*

- a. *60% didactic teaching/instruction (est. 26 units/year) including case and practicum seminars (e.g., a weekly two-hour seminar of 10-15 students, with associated site visits is equivalent to a two-unit course each quarter).*
- b. *5% student advisement and mentoring (15-20 students).*
- c. *20% scholarship (additional time can be identified for externally funded activities).*
- d. *15% service (Not to exceed 15% as an estimated equivalent of 6 hours/week for department, school, and/or university committees and academic efforts)*

---

<sup>1</sup> All faculty are on 10-month appointments (paid over 12 months) unless otherwise assigned a 12-month administrative appointment as required by University and/or professional accreditation requirements. Percentages for 10-month appointments are calculated on 1760 hours. Course units are calculated at 2.27%/unit.

*(assessment, reporting, or other designated assignments with organizational benefit); approved community service that benefits the department, school or university and utilizes the faculty member's professional expertise. For faculty with administrative or program coordination designations, meetings related these assignments are considered part of said administrative/coordination responsibilities.*

3. *Doctoral/Master's*

*The workload assignment for faculty whose assignment is split between doctoral and master's degree programs shall be guided by the following workload distribution:*

- a. *40-50% didactic teaching/instructions (approximately 18-22 units/year).*
- b. *5% student academic advisement (15-20 students).*
- c. *10-20% research supervision (chair of 4-8 committees at any given time).*
- d. *20% scholarship (additional time can be identified for externally funded activities).*
- e. *15% service (equivalent to 6 hours/week for department, school, and/or university committees and academic efforts (assessment, reporting, or other designated assignments resulting in organizational benefit); approved community service that benefits the department, school or university and utilizes the faculty member's professional expertise.*

4. *Administrative Workload Distribution: Department Administration*

*Administrative workload is assigned according to position and responsibilities as follows:*

- a. *50% for 12 months—Department Chairs (unless otherwise determined based on size of total student body, program options provided, number of professional accreditations to be maintained).*
- b. *25-50% for 12 months—Associate Chairs (greater effort is recognized for special circumstances such as joint duties for program coordination and/or clinical instruction, or requirements of minimum time as prescribed by professional accreditation). Note: Associate Chairs with a 50% administrative assignment must have additional program responsibilities to warrant this level of administrative designation.*

5. *Administrative Workload Distribution: Program Direction/Coordination*

*The primary consideration in the determination of workload effort for program coordination is the number of full-time equivalent students enrolled in the program. Other considerations are given to the primary functions that are centralized in the department (assigned to a faculty member other than the program director, e.g., practicum coordination) versus part of the assignment of the program director.*

- a. *5%--10 or fewer students (added 5% variable based on coordination of practicums).*
- b. *10%--20 or fewer students (added 7.5 % variable based on coordination of practicums).*
- c. *15%--30 or fewer students (added 5% variable based on coordination of practicums).*
- d. *20%--40 or fewer students (added 5% variable based on coordination of clinical practicums).*

- e. 25%--50 or fewer students (added 5% variable based on coordination of clinical practicums).
- f. 30%--50 or more students (added effort dependent on distribution of assignments to other program faculty and administrative support).

**V. Presence and Participation at the University, School, and Department**

- A. All SBH faculty are expected to be in-residence and performing assigned responsibilities throughout the time frame associated with their academic appointment, except when on an approved leave of absence, or participating in an approved academic event/travel which takes the faculty member away from campus. (See also Faculty Vacations.)
  - 1. Ten-Month Appointments: All regular full-time faculty in SBH have their primary academic responsibilities assigned within a ten-month academic year that begins September 1 and ends June 30. The Summer Interim, defined as July and August, provide time for faculty to voluntarily focus on research and scholarship.
  - 2. Twelve-Month Appointments: The administrative appointments of the Dean, Associate Deans, Assistant Deans, and Department Chairs are all twelve-month appointments. Administrative Summer Deltas: Associate Chairs have a fraction of their assignment (25-50%) that may also require summer activities., or a twelve-month appointment. Some situations may exist in which a faculty member is assigned to administer special projects for the school that require a fraction of their responsibilities to occur during the summer months. A summer delta is provided as appropriate to compensate for these situations. Once/if these special projects end the faculty member’s workload assignment is re-evaluated and adjusted to the ten-month appointment as appropriate.
  
- B. When a faculty member’s temporary absence from physical residency is necessary, and it does not fall under previously described activities in the Annual Workload Agreement, it is incumbent upon the faculty member to immediately notify and their Department Chair and the Dean to modify and update the workload agreement.

**Mathematical Calculation for Calculating the Program Director’s Assigned Time**

The workload distribution is as follows:

51% DSW program administration + 14% Other Administration + 10% teaching (release time) + 20% scholarship/research + 5% advisement = 100% total workload.

**c. The program provides the program director’s percentage of assigned time to administer the practice doctorate program.**

**Program Director’s Percentage of Assigned Time to Administer the Practice Doctorate Social Work Program**

51%

**d. The program explains how this time is sufficient to administer the practice doctorate program, inclusive of all program options.**

## **Statement of Sufficiency**

The 51% assigned time given to manage the DSW program is sufficient to administer the program, inclusive of all program options.

## **Discussion of Sufficiency**

The assigned time of 51% for the DSW Program Director is sufficient to administer the DSW program, inclusive of our one program option, given the program's size, structure, delivery model, faculty-to-student ratio, and integrated administrative supports.

First, the DSW program is intentionally structured as a small-cohort, high-contact doctoral program with an approximate 1:8 faculty-to-student ratio. This ratio allows program administration, advising, curriculum oversight, applied project supervision planning, and student support needs to be managed at a scale that is consistent with 51% dedicated administrative effort. The number of enrolled students per cohort is intentionally limited to maintain doctoral-level mentoring, academic oversight, and timely progress toward completion. The Program Director's 51% allocation was set with this enrollment model in mind rather than a mass-enrollment model.

Second, the DSW program is delivered in a single curricular model with one program option - Clinical Leadership. All students progress through a unified curriculum in a defined sequence using a cohort/block-registration model. This structure ensures consistency in curriculum development, course scheduling, faculty assignment, applied project expectations, and program assessment. Because the program operates under one cohesive curriculum and assessment structure, the Program Director is able to provide comprehensive academic and administrative leadership within the 51% allocation, without the need to manage multiple tracks or separate program options.

Third, the Program Director's role is intentionally defined to include direct responsibility for all core functions required by accreditation for the single DSW program option in Clinical Leadership. These functions include curriculum development and review, faculty coordination and workload planning, applied project standards and evaluation processes, academic advisement and student progression monitoring, assessment and continuous quality improvement, and accreditation compliance, reporting, and site visit preparation. The 51% allocation is explicitly dedicated to these functions. These duties are not fragmented across multiple administrators as one Program Director provides comprehensive oversight for the entire DSW program, ensuring consistency of standards, messaging, and decision-making.

Fourth, the Program Director's additional 14% administrative assignment as Executive Associate Chair directly supports the DSW program by enabling cross-program coordination with the MSW and other departmental initiatives. This structure enhances overall administrative efficiency for the DSW program. Through this role, the Program Director is positioned to secure faculty coverage, coordinate scheduling, align policies, and integrate resources across programs in ways that directly benefit the DSW. In practical terms, the combination of 51% DSW

administrative effort plus 14% Executive Associate Chair time strengthens, rather than competes with, the Director's ability to administer the DSW program. It centralizes communication and reduces delays in decision-making related to hiring needs, teaching assignments, applied project mentorship capacity, and accreditation processes.

Fifth, the Program Director's teaching load is intentionally limited (10%, with release time for accreditation work this year), and advising (5%) is integrated into the overall workload rather than added on top of administrative responsibilities. Scholarship (20%) is consistent with School of Behavioral Health workload expectations for doctoral faculty and supports the program's emphasis on advanced clinical and leadership practice that is research-informed. This workload distribution reflects the School of Behavioral Health Workload Policy for doctoral programs, which recognizes that doctoral program directors are expected to maintain active scholarly engagement while administering the program. The balance across duties was constructed so that administrative oversight of the DSW program remains the primary focus.

Finally, because tenure-line and core faculty serve as applied project chairs, instructional faculty, and student mentors, the Program Director is not the sole point of execution for every student-facing task. Instead, the Program Director provides leadership, quality assurance, coordination, and accountability across these functions. This model of centralized leadership paired with distributed instructional and supervisory engagement is appropriate and sustainable at a 51% administrative assignment level given the program's enrollment size and faculty-to-student ratio.

In sum, the 51% assigned time to the DSW Program Director is sufficient to administer the practice doctorate program because:

- The DSW is intentionally structured around small cohorts and a 1:8 faculty-to-student ratio.
- The program operates under a single curriculum and program option with a unified progression model and assessment structure.
- The Program Director provides singular academic and administrative oversight, ensuring consistency and efficiency.
- The additional 14% Executive Associate Chair allocation directly supports DSW operations through faculty coordination, scheduling, and resource alignment across programs.
- Teaching, advising, and scholarship are right-sized in the workload to protect the Director's capacity to manage accreditation, curriculum, applied projects, and student progression.

For these reasons, the current assignment is sufficient to meet program needs and maintain compliance with accreditation expectations for ongoing leadership, oversight, and accountability.

## Implicit Curriculum: Resources

**Accreditation Standard D4.3.1:** The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.

- a. The program describes the process for budget development and administration it uses to:**
- i. achieve its mission, and**
  - ii. continuously improve the program**

### Budget Development Process

The budget development process for the Department of Social Work and Social Ecology (which includes the DSW Program) begins in early March each year for the coming fiscal year, when the Associate Dean for Finance and Administration in the School of Behavioral Health presents a draft budget to the Department Chairperson and Executive Associate Chair, based on expenditures from the previous academic year. The Department Chairperson and Executive Associate Chair then consult with program directors to propose modifications that address the needs of the upcoming budget period and any additional or long-term funding priorities for the DSW Program that align with the program's mission and goals. Once finalized, the budget is reviewed again by the Associate Dean for Finance and Administration before being presented to the Dean of the School of Behavioral Health for approval. The approved budget is then forwarded to the appropriate University accounting offices for recording.

### How the Budget Development Process Supports Achievement of the Program's Mission

The budget development process is intentionally structured to align financial resources with the program's mission by prioritizing areas that directly support student learning, faculty excellence, and high-quality educational outcomes. As the annual budget planning begins the DSW Program Director with faculty input and the support of department leadership reviews the goals and performance indicators of the DSW Program to ensure that funding supports the program's commitments in academic rigor, faculty development, and sufficient resources to facilitate the preparation of clinical leaders. Through ongoing collaboration between department and program leadership, faculty, and institutional budget offices, the process ensures that resources are responsibly managed, strategically deployed, and continuously evaluated to advance the mission of the DSW Program.

### How the Budget Development Process Supports Continuously Improving the Program

The budget development process for the DSW Program supports continuous program improvement by ensuring that financial decisions are informed by data, assessment findings, and emerging needs. Each budget cycle incorporates information from the previous year informing the allocation of resources toward areas identified for enhancement—such as curriculum updates,

faculty development, technology, student support, research, or community partnerships. This ongoing, evidence-based approach ensures that the resources for the DSW Program remain responsive to supporting its infrastructure and the implementation its mission, goals, and identified strategic improvements.

### **Budget Administration Process**

The Department Chairperson is responsible for administering the budget as developed, with ongoing input from the Executive Associate Chair and the DSW Program Director. Budget utilization is reviewed regularly to ensure alignment with program needs and priorities, and adjustments may be made throughout the year as necessary. This flexible approach allows the program to respond promptly and responsibly to emerging needs, ensuring that resources are used effectively to support the unimpeded implementation of the DSW Program.

### **How the Budget Administration Process Supports Achievement of the Program’s Mission**

The budget administration process plays a critical role in advancing the mission of the DSW Program by ensuring that financial resources are managed efficiently and allocated in alignment with program priorities. Through regular review and oversight by the Department Chairperson, with input from the Executive Associate Chair and DSW Program Director, the program is able to respond effectively to evolving needs while maintaining a strong focus on academic excellence, student support, and faculty development. This collaborative and flexible approach allows for strategic adjustments throughout the year, ensuring that funds are directed toward initiatives and resources that directly enhance student learning, faculty growth, and the preparation of clinical leaders. Ultimately, this careful approach to the use of financial resources keeps the implementation of DSW Program’s mission at the forefront of budgetary decisions.

### **Howe the Budget Administration Process Supports Continuously Improving the Program**

The Department Chairperson has the authority to execute the budget as developed, with ongoing input from the Executive Associate Chair and DSW Program Director. Budget adjustments can be made throughout the year as necessary to accommodate needed changes and continuous quality improvement for the DSW Program.

**b. The program submits a program-level Form AS D4.3.1 for the practice doctorate program.**

## **Form AS D4.3.1 | Budget Form**

### **Practice Doctorate Program Budget**

<b>Program Budget Expenses</b>	<b>Previous Year: 2024-2025</b>	<b>Current Year: 2025-2026</b>	<b>Next Year: 2026-2027</b>
<b>Full-time Faculty Salaries</b>	\$278,183.80	\$285,316.72	\$292,449.64
<b>Administrator Salaries</b>	\$76,081.64	\$78,032.45	\$79,983.26
<b>Part-time Faculty Salaries</b>	\$15,488.00	\$15,488.00	\$15,875.00

<b>Staff Salaries</b>	\$23,484.24	\$24,086.40	\$24,688.56
<b>Fringe Benefits</b> <i>(for all faculty, administrators, &amp; staff)</i>	\$117,591.71	\$120,567.17	\$123,581.01
<b>Student Financial Aid</b>	\$189,160.37	\$232,609.58	\$239,587.51
<b>Technological Resources</b>	\$14,500.00	\$14,700.00	\$15,435.00
<b>Supplies &amp; Ancillary Services</b>	\$2,500.00	\$2,625.00	\$2,756.25
<b>Travel</b> <i>(for all faculty, administrators, staff, &amp; students)</i>	\$14,000.00	\$14,700.00	\$15,435.00
<b>Other, please specify: (Employer Support &amp; Scholarships)</b>	\$227,895.26	\$345,842.93	\$355,092.74
<b>Total:</b>	<b>\$1,469,714.41</b>	<b>\$1,657,983.98</b>	<b>\$1,702,013.77</b>

**c. The program explains how its financial resources are sufficient to achieve its mission and continuously improve the program.**

**Program Financial Resources**

The financial resources for the DSW Program are strategically allocated to support both its mission and ongoing growth. Funding is sufficient to maintain and enhance core operations, facilitate faculty and student development, and invest in innovations that improve teaching and administrative practices. These resources enable the program to provide professional development opportunities, encourage engagement with community leaders, support travel for faculty and students, and adopt new technologies. Additionally, continuous assessment of curricula and student services is funded to ensure responsiveness to evolving educational standards. The budget is regularly evaluated to anticipate future needs, ensuring the program remains well-positioned for sustained improvement and quality enhancement.

**Statement of Sufficiency**

The financial resources of the DSW Program per Form AS D4.3.1 are sufficient to achieve the program’s mission and goals.

**Discussion of Sufficiency**

The DSW Program’s financial resources, as outlined in Form AS D4.3.1, are sufficient to support both its mission, goals, and continuous quality improvement. The funding provided for the DSW Program not only supports essential program operations such as faculty and student development, but also innovation in teaching, learning, and administration. Current allocations allow for professional development, engagement with clinical social work leaders, faculty and student travel, and the adoption of new technologies that enhance instructional quality.

Resources are also dedicated to continuous assessment and refinement of curricula and student services, ensuring the program remains responsive to evolving educational standards and learner needs. Regular budget evaluations help identify emerging resource requirements, positioning the program for sustained growth and continued quality enhancement.

### **Financial Resources to Achieve the Program’s Mission**

The DSW Program’s current financial resources are sufficient to support the achievement of its mission, particularly in areas such as faculty excellence, student learning, and community engagement. The provision of this funding allows the program to maintain high-quality instruction, provide faculty and student professional development opportunities, incorporate innovative technologies, and support global and community-based learning experiences, all of which align closely with the program’s mission to prepare advanced clinical leaders. Financial resources also support ongoing assessment activities that ensure the curriculum remains responsive to emerging standards and workforce needs. While the existing budget effectively sustains these mission-driven priorities, the annual review of program needs supports addressing areas of future needs that will further enhance faculty priorities for research and scholarship. This approach ensures that current resources are used effectively while also identifying areas that will further support the program’s mission advancement.

### **Financial Resources to Continuously Improve the Program**

The financial resources allocated to the DSW Program have been sufficient to support ongoing program improvements. As such, program resources have and continue to support a range of enhancements, including expanded professional development opportunities for faculty, structured engagement with community leaders in clinical social work, faculty and student professional travel, student participation in global learning opportunities, and the adoption of new technologies that strengthen both teaching and administrative functions. Funding also supports continuous assessment and refinement of curricula and student services, ensuring the DSW Program remains responsive to evolving educational standards and learner needs. While the existing budget effectively supports incremental improvement, regular evaluation is conducted to anticipate future resource needs, allowing the program to plan proactively for sustained growth and continued quality enhancement.

<b>d. The program addresses all program options.</b>
--

**Check One:**

- The program has only one (1) option.
- Our response / compliance plan is the same for all program options.
- Our response / compliance plan differs between program options in the following ways:

**Accreditation Standard D4.3.2:** The program has sufficient support staff to carry out its educational activities and achieve its mission.

<b>a. The program describes its support staff.</b>
--



## Program Support Staff

The DSW program is supported by two full-time departmental staff members who dedicate approximately 20% of their time (total 40% FTE) to DSW program operations. These staff provide essential administrative and operational support specific to the practice doctorate, including managing block registration and cohort tracking, coordinating project defenses and program events, maintaining doctoral student records, processing reimbursements, and assisting faculty with course logistics and communication.

Their contributions ensure the smooth functioning of all program activities and provide consistent, responsive support to both students and faculty. The current level of staffing, combined with ancillary assistance from school and university offices in areas such as IT, admissions, and finance, is sufficient to sustain the DSW program's educational operations and achieve its mission of preparing advanced clinical social work leaders.

**b. The program explains how its support staff is sufficient to carry out its educational activities and achieve its mission.**

### Statement of Sufficiency

Staff resources are sufficient to support all program options and achieve the mission of the DSW program.

### Description of sufficiency:

The DSW program is adequately supported by departmental staff who provide administrative and operational assistance tailored to the needs of doctoral education. Two full-time staff members (at 40% FTE allocation) manage essential functions that directly impact the DSW program, including coordinating block registration for each cohort, managing admissions and onboarding processes, maintaining doctoral student records, organizing capstone-related events, and assisting faculty with course scheduling and program communications.

Because the DSW follows a cohort and block-registration model, administrative demands are predictable and efficiently managed within existing staff capacity. In addition, shared school and university services in areas such as IT, finance, and student services supplement departmental operations, ensuring the program's educational activities are consistently supported. Collectively, these resources are sufficient to sustain the DSW program's operations, meet accreditation standards, and advance its mission of preparing advanced clinical social work leaders through a structured and high-touch doctoral learning environment.

**c. The program addresses all program options.**

### Check One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.

- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D4.3.3:** The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.

- |  |
|--|
| <ul style="list-style-type: none"><li><b>a. The program submits Form AS D4.3.3 to demonstrate access to social work and other informational and educational resources.</b></li></ul> |
|--|

## Form AS D4.3.3 | Library Report

### Library Resources for the Social Work Program

- 1. Describe whether there is a library specific to the social work programs, a single institutional library, and/or multiple institutional libraries available to social work students, faculty, and staff.**

Loma Linda University provides a central institutional library, which is available in both physical and virtual formats to serve the needs of all students, faculty, and staff across the university. Additionally, the School of Behavioral Health, which includes the social work program, has a dedicated library liaison assigned to support the specific research and academic needs of its students, faculty, and staff.

- 2. Describe the availability of library resources for social work students, faculty, and staff (e.g., hours, virtual access, in-person access).**

Library resources for social work students, faculty, and staff are highly accessible through both physical and virtual means. The physical library building is open from 7:00 AM to 11:00 PM Monday through Thursday, 7:00 AM to 4:00 PM on Friday, closed on Saturday to honor the Sabbath as an Adventist institution, and open from 10:00 AM to 11:00 PM on Sunday. Additionally, a 24-hour physical study space, called the Innovation Center, is attached to the library and available for student use at all times, except on Saturdays when it is also closed in observance of the Sabbath.

Virtually, e-resources are accessible 24/7 both on and off-campus, ensuring continuous support for academic and research needs. Librarian staff support is available during regular business hours, from 9:00 AM to 6:00 PM Monday through Thursday and 9:00 AM to 2:00 PM on Friday. For added convenience, a reference librarian is available in person and online on Sundays from 2:00 PM- 6:00 PM. This combination of resources ensures comprehensive support for the social work program.

- 3. Describe library equipment and technology available to social work students, faculty, and staff (e.g., computers, scanners, printers).**

The library provides a range of equipment and technology to support social work students, faculty, and staff. Within the library, there are 5 laptops available for student check-out and 13 student-access computers located on the third floor, equipped with Microsoft Office, SPSS, EndNote, and internet capabilities. The 24-hour Innovation Center includes 2 TVs with AirPlay and HDMI connections for use with student and staff computers. Additionally, the library offers 3 scanners and 2 printers for patron use. Library printing is enabled through an LLU email/password system, allowing users to add funds virtually via PayPal or in-person with cash or student charge at the front desk. Copying costs \$0.10 per page (BW) and \$0.25 per page (Color).

The entire library is equipped with wireless internet access, ensuring seamless connectivity for academic and research needs.

**4. Describe social work student, faculty, and staff access to online resources (e.g., databases, catalogs, subject guides, academic journals).**

- The library catalog is powered by Innovative Interfaces and can be accessed at <https://catalog.llu.edu/search/Y>.
- Journals and ebooks are available virtually through the [Journal & Ebook Portal](#)
- Liaison librarians are available to answer in-person, telephone, and email reference questions daily. Students and staff can schedule one-on-one appointments with a librarian here: [Book An Appointment With A Librarian](#). They can also email the librarian team at [libref@llu.edu](mailto:libref@llu.edu) (response time: 1–2 business days) or contact the liaison librarian directly via personal email. Free virtual literature searches are available to students through a link on the library website: <http://libanswers.llu.edu/ask>. Turnaround time is usually 24 hours.
- Databases commonly used by social work students include, but are not limited to:
  - [Health and Psychosocial Instruments \(HAPI\)](#)
  - [Mental Measurements and Yearbook and Tests in Print](#)
  - [Campbell Collaboration Library](#):
  - [PsycBOOKS](#)
  - [PsycTests](#)
  - [PsycINFO](#)
  - [Social Science Citation Index \(Web of Science\)](#)
  - [Social Work Abstracts](#)
  - [SocINDEX with Full Text](#)
- Subject Guides for social work students can be found in the library’s research guides portal: <https://libguides.llu.edu/>. Key guides include:
  - [Citation Styles Guide](#)
  - [EndNote Guide](#)
  - [Evidence-Based Practice Guide](#)
  - [Information for Students](#)

**5. Describe social work student access to consortium library resources (e.g., interlibrary library loan, article delivery, and other related services).**

Interlibrary loan is accessible to all students, regardless of location. Requests can be made online to obtain PDF copies of articles not available locally. The typical cost is \$11.00 per article: <https://catalog.llu.edu/screens/ill.html>.

Our university also participates in the Statewide California Electronic Library Consortium (SCELC) Read & Publish Open Access Agreement, which allows students, faculty, and staff to publish in selected journals with article processing fees reduced or

waived, helping make research more accessible. More information on this agreement can be found here: [SCELC Publishing Agreement](#)

**6. Describe how social work faculty, staff, and/or students can recommend library items for purchase, and describe how the library addresses such recommendations.**

Social work faculty, staff, and students have multiple ways to recommend library items for purchase. Faculty members can directly communicate with the liaison librarian or submit recommendations through their Department. Students and faculty can also suggest resources by completing the online Resource Request Form:

<https://libguides.llu.edu/infoforfaculty/requestresource>.

The liaison librarian evaluates all recommendations based on factors such as relevance to the curriculum, anticipated usage, and budget availability. If funding is available, the items are ordered for the library collection. In cases where funding is limited, requests may be deferred to the next budget year, funded through unallocated resources from another program, or purchased by the Program with alternative funding sources and placed in the library. This process ensures that the library collection remains responsive to the evolving needs of the social work program while maximizing available resources.

**7. Describe the borrowing/access policies relevant the social work students, faculty, and staff, including costs, limitations on access/delivery, and/or restrictions.**

Social work students, faculty, and staff at Loma Linda University Health (LLUH) have borrowing privileges at the Del E. Webb Memorial Library, accessible with a current LLUH badge. General materials have a 28-day loan period and can be renewed online, by phone, or in person on or before the due date. Reserve items, which range in loan periods from 2 hours to 7 days, are also available. Reference and heritage materials, as well as journals, are library use only. Overdue fines include \$1.00 per day for general materials after a 14-day grace period, \$2.00 per day for 7-day reserves after a 1-day grace period, \$0.50 per hour for 1-day reserves after a 4-hour grace period, and \$1.00 per hour for 2-hour reserves after a 15-minute grace period.

All current LLUH affiliates have full access to the library's online resources, both on and off campus (see library policies: <https://library.llu.edu/services/library-policies>).

Regardless of location, affiliates also have access to interlibrary loan (ILL) services, which allow users to request PDF copies of articles or have physical materials mailed if they are not available locally. Distance students may request items to be mailed directly to them through the ILL link (see ILL policies:

<https://library.llu.edu/services/interlibrary-loan-policies>). The typical cost for an ILL request is \$11.00 per article, with requests submitted online at <https://catalog.llu.edu/screens/ill.html>.

Additionally, students may reserve study rooms for 1.5 to 2.5 hours, with renewals based on availability, and graduate students engaged in research may check out study carrels for one quarter.

**8. Describe any resources available exclusively to social work students, if any.**

The liaison service is an exclusive resource for social work students within the School of Behavioral Health. (See below)

**Library Faculty / Staff**

**9. Describe the availability of a librarian with a specific social work designation (e.g., social work librarian, social work bibliographer, and/or social work liaison). If so, describe the job responsibilities and the relevant activities of this position.**

The librarian liaison to the Social Work Program ensures that the informational and research needs of students, faculty, and staff are met in an inclusive and equitable manner. Responsibilities of the liaison include selecting books, serials, and electronic resources in consultation with social work faculty, ensuring that materials reflect diverse perspectives and support the program's commitment to ADEI values. The liaison also provides group and individual training sessions on library resources for both faculty and students.

Available year-round, the liaison promotes equitable access to information by encouraging faculty to integrate information literacy throughout the curriculum and offering personalized research support. In addition to regularly scheduled sessions, the liaison is available for one-on-one consultations and maintains general research guides, which can be tailored to meet the specific needs of the social work program.

**10. Describe any other librarian roles/activities at the library that benefit social work education, such as data management or scholarly support.**

The library plays an active role in supporting social work education by providing a range of scholarly services that benefit faculty and students in their research and publishing endeavors. Librarians support research education by serving as guest lecturers and assistants to the professors in research classes, teaching students how to locate and use resources effectively for their academic projects. Additionally, librarians assist with literature searches for both students and faculty, ensuring they can find relevant resources for their academic writing and research. The library also provides systematic review services utilizing the JBI (Joanna Briggs Institute) methodology, offering support to researchers conducting comprehensive reviews.

As an active member of the SCEL (Statewide California Electronic Library Consortium), the library provides discounted or free publishing opportunities for both students and faculty. Librarians also assist with managing researcher profiles on platforms such as ORCID, ResearchGate, Web of Science, and Google Scholar, helping social work faculty and students enhance their academic visibility and foster academic networking.

More information on scholarly support services from the library is available here:

[Research Support](#)

## Instructional Supports and Services

### 11. Describe the instructional supports offered for social work faculty, such as subject and course guides, tutorials, and videos.

The library offers various instructional supports for social work faculty, tailored to their teaching needs. Subject and course guides can be created upon request or as needed, providing faculty with customized resources for their courses. Tutorials are provided by faculty request and can take several forms: guest lectures integrated into classes, assistance with curriculum development, or pre-recorded videos that can be shared via Canvas (the online class platform) or embedded into research guides on the library website.

Instructional supports, created based on faculty needs, can cover a variety of topics, such as citation manager (Endnote) help, library resource overviews, AI research tools and ethical use, basic searching techniques, or complex searching techniques such as literature review searching or evidence-based practice searching.

Additionally, the library subscribes to media-based tools, such as [Psychotherapy.net](#), which provides valuable resources for the social work program, offering relevant content to enhance instruction and learning. The library also offers the option to place materials on reserve for faculty courses, ensuring that students have easy access to course-related materials. More information about this service and copyright guidelines can be found [here](#).

### 12. Describe how reference and consultation services are offered for social work students, faculty, and staff (e.g., videoconferencing, telephone, and/or email).

Reference and consultation services for social work students, faculty, and staff are available through various channels to ensure accessibility and support. Liaison librarians respond to reference questions in person, over the telephone, via video conferencing platforms such as Zoom or Teams, and through email on a daily basis.

Students, faculty, and staff can schedule appointments with a librarian through [this booking link](#) or by contacting the library via phone at (909) 558-4550 (main desk) or (909) 558-4588 (reference desk). Additionally, reference inquiries can be emailed to the library's reference team at [libref@llu.edu](mailto:libref@llu.edu).

Free literature searches are available to students, with a usual turnaround time of 24 hours, and can be requested through the [Literature Search Request Form](#). The library website also features a live chat box, where a reference librarian can assist during business hours (Monday-Thursday, 10:00 AM - 6:00 PM; Friday and Sunday, 2:00 PM-6:00 PM, closed Saturday).

### 13. Describe the options offered for course-integrated library instruction for social work courses, both in-person and online (synchronous and asynchronous).

Course-integrated library instruction for social work courses is available upon faculty request and is tailored to the specific research needs of the course. Instruction can be offered in various formats, including pre-recorded videos that can be integrated into the course asynchronously via Canvas, email, or the library's research guide page.

For synchronous instruction, librarians can provide in-person sessions during a class period on campus or conduct live sessions via Zoom. The topics covered in these sessions generally focus on information literacy, including searching for resources, citing sources, and evaluating materials for academic use. The format and content of the instruction are customized to align with faculty needs and the goals of the course.

**b. The program explains how its library resources are sufficient to achieve its mission.**

**Statement of Sufficiency**

LLU's library resources are sufficient to achieve the DSW Program's mission.

**Description of Sufficiency**

The DSW faculty and students have access to the holdings of the LLU Library system, with significant holding to meet the needs of the DSW program. The LLU library is ranked among the top health care libraries in the California.

**c. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D4.3.4:** The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.

- a. The program describes its:**
- i. technological access;**
  - ii. technology support; and**
  - iii. office and classroom space (if applicable)**

**Technological Access**

**Description of the Program's Technological Access**

### ***Student Access to Technology Equipment***

The DSW program is committed to ensuring that all students have the technology they need to succeed in their academic journey. All DSW students are required to have access to a personal computer for coursework, research, and online learning. To support students who may experience financial barriers, the university and program provide several options, including:

- Financial aid and grants that can assist with purchasing a computer
- University and departmental funding assistance for students in need
- Short-term laptop loans in rare cases for temporary access to technology

At this point, requiring all students to have a personal computer has not been a barrier, as the program has successfully supported students with demonstrated need. The DSW program does not require the submission of printed (hard copy) materials.

### ***Faculty and Staff Access to Technology***

Faculty and staff are fully supported with computers, software, and secure cloud storage to ensure they can provide an engaging and well-structured learning environment. Faculty teaching in the DSW program receive specialized training and ongoing technical support to ensure a high-quality online learning experience.

All DSW faculty and staff are equipped with:

- Personal laptop computers
- Remote work equipment as needed and requested
- Individual printers for faculty handling highly confidential content

### ***Access to Software and Digital Tools***

LLU provides access to a variety of software and digital tools for DSW students, faculty, and staff at no cost. These include:

- Learning and Collaboration Tools
  - Canvas – Access course materials, submit assignments, and participate in discussions
  - Studio & Zoom – Complete video assignments
  - Zoom – Attend virtual classes, participate in meetings, and connect with faculty and peers
  - Microsoft Teams – Collaborate with peers and instructors in real-time
- Productivity and Research Software
  - Microsoft Office 365 – Includes Word, Excel, PowerPoint, Outlook, and OneDrive
  - Adobe Acrobat Pro – Create and edit PDFs for assignments and research
  - EndNote – Organize references and citations for research papers
  - Qualtrics – Conduct surveys and analyze research data
- Data & Statistical Analysis Software

- SPSS – Analyze quantitative research data
  - R – Perform statistical computing and graphics
  - NVivo – Organize and analyze qualitative research data
  - Other software as needed and requested
- Specialized Tools
    - JAWS & OpenBook – Accessibility software for students with disabilities

## **Technology Support**

### **Description of the Program’s Technology Support**

#### ***IT Help and Support for Students, Faculty, and Staff***

LLU provides comprehensive IT support to ensure seamless access to academic and administrative resources. The LLU Help Desk is available 24/7 via phone and email to assist with technical questions, troubleshooting, and access to essential tools.

IT Support Services Include:

- 24/7 access to online learning platforms for coursework flexibility
- LLU Change Password – Securely update LLU credentials
- Personalized IT support via phone, email, or in-person
- Cloud-based file storage (OneDrive, Box) for secure document access
- Cybersecurity protections to ensure student data security
- Training sessions and resources to help students navigate technology confidently
- Software Downloads – Access essential software and IT-related resources
- IT Support Tickets – Submit and track IT service requests
- System Updates and Services – Stay informed about system updates and available IT services
- LLU VPN – Securely access LLU network resources remotely
- Microsoft Portal for Office 365 – Access email, Microsoft Teams, and other Office 365 tools

#### ***Educational Support for Students, Faculty, and Staff***

LLU’s Educational Technology Services (ETS) supports students, faculty, and program support staff in utilizing technology for teaching and learning enhancement.

Key ETS Services Include:

- Canvas Support – Assistance with LMS navigation, course design, and troubleshooting
- Multimedia Development – Help with creating instructional materials, videos, and digital content
- Instructional Design Consultation – Guidance on best practices for online and hybrid learning
- Technology Training – Workshops and resources on educational tools and platforms

Our objective is to equip all DSW student, faculty, and staff with essential technological tools, resources, and support necessary to fulfill the mission of the DSW program. Should individuals

encounter any challenges, our dedicated support services are readily available to provide assistance.

### **Program Office Space**

**The program has office space:**

- Yes
- No, As the program operates entirely online, office and classroom space do not apply.

### **Program Classroom Space**

**The program has classroom space:**

- Yes
- No, As the program operates entirely online, office and classroom space do not apply.

**b. The program explains how these resources are sufficient to achieve its mission.**

### **Technological Access**

#### **Statement of Technological Access Sufficiency**

The program verifies it presently has sufficient technological access to achieve the program's mission.

#### **Description of Technological Access Sufficiency**

Technological access is fully sufficient to achieve the mission of the DSW program. Students, faculty, and staff have reliable access to high-quality hardware, software, and digital tools that support advanced scholarship, research, and leadership development. The university ensures equitable access through financial aid options, technology assistance, and accessibility tools for students with disabilities. Faculty and staff receive dedicated equipment, cloud storage, and ongoing IT support to facilitate effective online learning. The robust technology infrastructure enables an engaging, research-informed, and accessible learning environment consistent with the DSW program's goals and mission.

### **Technology Support**

#### **Statement of Technology Support Sufficiency**

The program verifies it presently has sufficient technology supports to achieve the program's mission.

#### **Description of Technology Support Sufficiency**

Technology support is sufficient to achieve the DSW program's mission. Students, faculty, and staff have access to 24/7 IT assistance, educational technology services, and specialized support

through the LLU Help Desk and Educational Technology Services. These resources ensure reliable access to online learning platforms, secure cloud systems, and instructional design consultation. Comprehensive training, troubleshooting, and multimedia support further strengthen the program’s capacity to deliver an engaging, research-informed, and mission-driven educational experience.

**Program Office Space (if applicable)**

**The program has office space:**

- Yes
- No, As the program operates entirely online, office and classroom space do not apply.

**Program Classroom Space (if applicable)**

**The program has classroom space:**

- Yes
- No, As the program operates entirely online, office and classroom space do not apply.

**c. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D4.3.5:** The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, which reduce barriers while optimizing accessibility and equity for all its students.

- a. The program describes its resources and supports which reduce barriers while optimizing accessibility and equity for all its students, including:**
  - i. supportive technology,**
  - ii. student services, and**
  - iii. physical spaces (if applicable)**

**DSW Program and Loma Linda University Student Resources for Accessibility and Equity**

The DSW program and LLU are committed to reducing barriers and optimizing accessibility and equity for all students. Through supportive technology and comprehensive student services LLU ensures that students have access to the resources they need to succeed academically, personally, and professionally. Below are key services available to support students at LLU.

## **Supportive Technology Resources**

The DSW program through LLU integrates accessible and user-friendly technology to enhance learning and remove barriers for all students. A sample of these technological supports are listed below.

- Digital Accessibility Compliance. University platforms and resources follow Web Content Accessibility Guidelines (WCAG) to support students with disabilities.
- Online Learning Management System (Canvas). Provides easy access to course materials, assignments, and virtual discussions.
- Virtual Academic Support. Peer coaching, online writing center, and academic tutors are available to support students in managing coursework and study strategies.
- Technology Assistance. IT support is available to help students troubleshoot technology-related issues affecting their learning experience.
- Free and/or discounted software required by academic programs.

## **How Program Students Gain Access to Supportive Technology**

Student gain access to these services through the LLU One Portal that provides access information, including links and phone numbers to support offices and personnel. The library liaison, program faculty and program administrative staff are also available to assist students in locating supportive technologies.

## **Student Services**

The DSW program through LLU offers a wide range of student support services to address academic, financial, mental health, and well-being needs. A sample of these supports are listed below.

- Employee and Student Counseling Services. Free, confidential mental health counseling for students, faculty, and staff. Same day appointments available for crisis situations.
- School of Behavioral Health Resiliency Clinic. Provides therapy, psychological assessments, and support groups to help students manage personal and academic challenges.
- Veterans Services. Provides specialized support for veteran students, including educational benefits and transition assistance.
- Financial Aid and Student Finance. Help students navigate tuition, scholarships, loans, and financial planning.
- Spiritual Care Services. Offers spiritual and faith-based support to enhance student well-being.
- The UReach Food Pantry. This service is open to all full-time and part-time LLU students, providing free access to essential food items. Located across from the LLU Student Campus Store, the pantry offers a safe and welcoming space for students to take what they need.
- The UReach Café. This service provides discounted meals (breakfast and lunch Monday through Fridays) for all students. Other larger free meal offerings are provided on a weekly basis open to all students. Food resources are also available for DSW students through the Department of Social Work and Social Ecology and the School of Behavioral Health through grocery gift cards for students who identify as having food insecurity.

- Housing. Students are assisted in meeting their housing needs through affordable on-campus and off-campus options.
- Health and Wellness. The SPARK Program is a 4-week virtual cognitive educational group program exploring different aspects of how to develop a healthy lifestyle.
- Spiritual Support. Regardless of belief, LLU students who wish, are supported in their spiritual growth journey through Chaplaincy Services and Spiritual Life and Wholeness Series and relate events.
- Faculty Advisement and Mentoring. Faculty advisement and mentoring support ensure that students receive continuous academic guidance, professional development, and personalized mentorship, with faculty available at all times as needed.
- School of Behavioral Health Writing Center provides support for students needing assistance with the completion of course and program assignments.

### **How Program Students Gain Access to Supportive Technology**

Student gain access to these services through the LLU One Portal that provides access information, including links and phone numbers to support offices and personnel. The program faculty, program administrative staff, the School of Behavioral Health Associate Dean for Student and Academic Affairs, and the LLU Office of Student Affairs are also available to assist students in locating student services.

#### **Physical Spaces (if applicable)**

The program has physical spaces:

Yes

No, As the program operates entirely online, office and classroom space do not apply.

**b. The program explains how its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.**

### **Supportive Technology**

#### **Statement of Supportive Technology Sufficiency**

The program presently has sufficient resources and supports, including supportive technology, that reduce barriers while optimizing accessibility and equity for all its students.

#### **Description of Supportive Technology Sufficiency**

The DSW program’s supportive technology is sufficient to reduce barriers and promote accessibility and equity for all students. Through the LLU One Portal, students have streamlined access to digital resources and assistive technologies, with additional academic supports such as tutoring and peer coaching provided through the department. Compliance with WCAG accessibility standards ensures inclusion for students with disabilities, while tools such as Canvas and the online writing center foster equitable participation in coursework. Collectively, these resources create an inclusive, accessible, and user-friendly learning environment that supports the DSW program’s mission to advance excellence and equity in social work education.

## **Student Services**

### **Statement of Student Services Sufficiency**

The program presently has sufficient resources and supports, including student services, that reduce barriers while optimizing accessibility and equity for all its students.

### **Description of Student Services Sufficiency**

The DSW program's student services are sufficient to reduce barriers and promote accessibility and equity for all students. Comprehensive supports address academic, financial, emotional, and spiritual needs through services such as counseling, financial aid assistance, the Resiliency Clinic, and Veterans Services. Additional resources like the UReach Food Pantry and Café enhance student well-being and food security, while faculty advisement and mentoring ensure individualized academic and professional support. Together, these services foster an inclusive, equitable environment that supports student success and aligns with the DSW program's mission to promote wholistic well-being and professional growth.

### **Physical Spaces (if applicable):**

The program has physical spaces.

Yes

No, As the program operates entirely online, office and classroom space do not apply.

<b>c. The program addresses all program options.</b>
--

### **Check One:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

## **Assessment**

### **Core Expertise and Skills Assessment**

**Accreditation Standard D5.0.1(a):** The program has a systematic plan for ongoing assessment of student achievement of the core expertise and skills (and any additional core expertise and skills added by the program) for each area of focus. The program assesses each core expertise and skill, using at least two instruments. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each core expertise and

skills are determined by the program. Student core expertise and skills must be assessed by program faculty.

**a. The program submits Form AS 5.0.1(a).**

## Form AS D5.0.1(a) | Student Achievement Assessment Plan

**Area of Focus:** Clinical Leadership

### Core Expertise and Skill 1: Advance practice through innovative approaches.

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?	Student Assessment Completed By	Instrument: Expected Level of Achievement	Core Expertise and Skill 1: Expected Level of Achievement
Applied DSW Project	Paper and Presentation	SWCL 696: DSW Project IV  Spring quarter of year three or completion of the project	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Project Chair (Core Faculty Member)	Students must score a minimum of 3 of 4 points on criteria 1, 2, 3.	80% inclusive of all instruments

<b>Instrument Name</b>	<b>How Each Instrument is Implemented</b>	<b>When Students are Assessed</b>	<b>Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?</b>	<b>Student Assessment Completed By</b>	<b>Instrument: Expected Level of Achievement</b>	<b>Core Expertise and Skill 1: Expected Level of Achievement</b>
Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Paper and Presentation	SWCL 670: Clinical Leadership I  Winter quarter of year two	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Program Faculty	Students must score a minimum of 3 of 4 points on criteria 1, 2, 3.	

**Core Expertise and Skills 2: Use and critically evaluate research and knowledge.**

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?	Student Assessment Completed By	Instrument: Expected Level of Achievement	Core Expertise and Skill 2: Expected Level of Achievement
Applied DSW Project	Paper and Presentation	SWCL 696: DSW Project IV  Spring quarter of year three or completion of the project	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Project Chair (Core Faculty Member)	Students must score a minimum of 3 of 4 points on criteria 4, 5, 6.	80% inclusive of all instruments
Driving Organizational Change: A Leadership Plan for Sustainable	Paper and Presentation	SWCL 670: Clinical Leadership I	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Program Faculty	Students must score a minimum of 3 of 4 points on criteria 4, 5, 6.	

<b>Instrument Name</b>	<b>How Each Instrument is Implemented</b>	<b>When Students are Assessed</b>	<b>Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?</b>	<b>Student Assessment Completed By</b>	<b>Instrument: Expected Level of Achievement</b>	<b>Core Expertise and Skill 2: Expected Level of Achievement</b>
and Inclusive Excellence Paper		Winter quarter of year two				

**Core Expertise and Skill 3: Engage in scientific inquiry that reflects doctoral-level scholarship.**

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?	Student Assessment Completed By	Instrument: Expected Level of Achievement	Core Expertise and Skill 3: Expected Level of Achievement
Applied DSW Project	Paper and Presentation	SWCL 696: DSW Project IV  Spring quarter of year three or completion of the project	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Project Chair (Core Faculty Member)	Students must score a minimum of 3 of 4 points on criteria 7, 8, 9.	80% inclusive of all instruments
Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive	Paper and Presentation	SWCL 670: Clinical Leadership I  Winter quarter of year two	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Program Faculty	Students must score a minimum of 3 of 4 points on criteria 7, 8, 9.	

<b>Instrument Name</b>	<b>How Each Instrument is Implemented</b>	<b>When Students are Assessed</b>	<b>Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?</b>	<b>Student Assessment Completed By</b>	<b>Instrument: Expected Level of Achievement</b>	<b>Core Expertise and Skill 3: Expected Level of Achievement</b>
Excellence Paper						

**Core Expertise and Skill 4: Develop and disseminate practice-relevant, research-informed knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration.**

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?	Student Assessment Completed By	Instrument: Expected Level of Achievement	Core Expertise and Skill 4: Expected Level of Achievement
Applied DSW Project	Paper and Presentation	SWCL 696: DSW Project IV  Spring quarter of year three or completion of the project	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Project Chair (Core Faculty Member)	Students must score a minimum of 3 of 4 points on criteria 10, 11, 12.	80% inclusive of all instruments
Driving Organizational Change: A Leadership Plan for Sustainable	Paper and Presentation	SWCL 670: Clinical Leadership I  Winter quarter of year two	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Program Faculty	Students must score a minimum of 3 of 4 points on criteria 10, 11, 12.	

<b>Instrument Name</b>	<b>How Each Instrument is Implemented</b>	<b>When Students are Assessed</b>	<b>Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?</b>	<b>Student Assessment Completed By</b>	<b>Instrument: Expected Level of Achievement</b>	<b>Core Expertise and Skill 4: Expected Level of Achievement</b>
and Inclusive Excellence Paper						

**Core Expertise and Skill 5: Provide leadership in social work practice and/or education.**

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?	Student Assessment Completed By	Instrument: Expected Level of Achievement	Core Expertise and Skill 5: Expected Level of Achievement
Applied DSW Project	Paper and Presentation	SWCL 696: DSW Project IV  Spring quarter of year three or completion of the project	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Project Chair (Core Faculty Member)	Students must score a minimum of 3 of 4 points on criteria 13, 14, 15.	80% inclusive of all instruments
Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive	Paper and Presentation	SWCL 670: Clinical Leadership I  Winter quarter of year two	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Program Faculty	Students must score a minimum of 3 of 4 points on criteria 13, 14, 15.	

<b>Instrument Name</b>	<b>How Each Instrument is Implemented</b>	<b>When Students are Assessed</b>	<b>Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?</b>	<b>Student Assessment Completed By</b>	<b>Instrument: Expected Level of Achievement</b>	<b>Core Expertise and Skill 5: Expected Level of Achievement</b>
Excellence Paper						

**Core Expertise and Skill 6: Develop and maintain substantive expertise in one or more areas of social work practice.**

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?	Student Assessment Completed By	Instrument: Expected Level of Achievement	Core Expertise and Skill 6: Expected Level of Achievement
Applied DSW Project	Paper and Presentation	SWCL 696: DSW Project IV  Spring quarter of year three or completion of the project	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Project Chair (Core Faculty Member)	Students must score a minimum of 3 of 4 points on criteria 16, 17, 18.	80% inclusive of all instruments
Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive	Paper and Presentation	SWCL 670: Clinical Leadership I  Winter quarter of year two	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Program Faculty	Students must score a minimum of 3 of 4 points on criteria 16, 17, 18.	

<b>Instrument Name</b>	<b>How Each Instrument is Implemented</b>	<b>When Students are Assessed</b>	<b>Instrument Assesses Student Demonstration of Core Expertise And Skills Through the Process of the Student Developing the Required Academic Product(s)?</b>	<b>Student Assessment Completed By</b>	<b>Instrument: Expected Level of Achievement</b>	<b>Core Expertise and Skill 6: Expected Level of Achievement</b>
Excellence Paper						

**b. The plan includes:**

- i. a description of at least two instruments that assess each core expertise and skill (and any additional core expertise and skills added by the program). At least one of the assessment instruments is based on student demonstration of core expertise and skills through the process of the student developing the required academic product(s);**
- ii. how each instrument is implemented;**
- iii. when each core expertise and skill is assessed;**
- iv. by whom each core expertise and skill is assessed;**
- v. an explanation of the expected level of student achievement, including:**
  - the expected level of achievement of each core expertise and skill for each instrument;**
  - how the program calculates student achievement for each instrument; and**
  - how the program calculates student achievement for each core expertise and skill, including all instruments used; and**
- vi. copies of all instruments used to assess the core expertise and skills (and any additional core expertise and skills added by the program), including assignment descriptions, scoring rubrics, and other relevant materials**

- i. A description of at least two instruments that assess each core expertise and skill (and any additional core expertise and skills added by the program). At least one of the assessment instruments is based on student demonstration of core expertise and skills through the process of the student developing the required academic product(s):**

*Addressed in Form AS 5.0.1(a)*

- ii. How each instrument is implemented:**

*Addressed in Form AS 5.0.1(a)*

- iii. When each core expertise and skill is assessed:**

*Addressed in Form AS 5.0.1(a)*

- iv. By whom each core expertise and skill is assessed:**

*Addressed in Form AS 5.0.1(a)*

- v. An explanation of the expected level of student achievement, including:**

- The expected level of achievement of each core expertise and skill for each instrument**

*Addressed in Form AS 5.0.1(a)*

- How the program calculates student achievement for each instrument**

**For Instrument 1:** The number of students receiving scores of 3 or higher on each item/criteria is divided by the total number of students assessed. This is multiplied by 100 to create a percentage.

(# of students receiving scores of 3 or higher / # of total student) X 100

**For Instrument 2:** The number of students receiving scores of 3 or higher on each item/criteria is divided by the total number of students assessed. This is multiplied by 100 to create a percentage.

(# of students receiving scores of 3 or higher / # of total student) X 100

- **How the program calculates student achievement for each core expertise and skill, including all instruments used:**

**Calculation/Formula for Core Expertise and Skills:** For each core expertise and skills areas *the actual outcome score* for each instrument are summed and divided by the number of instruments. (Instrument 1 Outcome + Instrument 2 Outcome)/2

- vi. **Copies of all instruments used to assess the six core expertise and skills (and any additional core expertise and skills added by the program), including assignment descriptions, scoring rubrics, and other relevant materials:**

### **Instrument 1: Applied DSW Project**

#### **Project Requirements**

All applied projects must be designed to cultivate and demonstrate the Core Expertise and Skills essential to doctoral-level social work practice. The Applied DSW Project fulfills the doctoral program's culminating requirement and serves as the student's demonstration of advanced social work leadership, scholarship, and applied practice innovation consistent with CSWE's 2025 Practice Doctorate Standards.

1. Advance professional practice through innovative and evidence-informed approaches;
2. Critically evaluate and apply research and knowledge to address complex practice challenges;
3. Engage in scholarly inquiry that reflects the rigor and standards of doctoral-level work;
4. Generate and disseminate practice-relevant knowledge through teaching, scholarship, professional presentations, mentoring, and/or leadership in administration;
5. Exhibit leadership within social work practice and education; and
6. Develop and sustain substantive expertise in one or more specialized areas of social work practice.

In addition:

- Applied DSW Projects need not be hypothesis driven studies. Instead, they are more exploratory or descriptive studies aimed at generating new insights to applied practice issues.
- All projects are required to be guided by sound empirical objectives that require data driven inquiry.
- All projects must be supported by an in-depth literature review including comprehensive theoretical underpinnings and supporting empirical research.
- Projects must adhere to one of the following designs (*please note that projects requiring IRB review by the full board are not permitted*):
  - Program evaluation with data (satisfaction surveys are not acceptable; qualitative, quantitative, or mixed-method evaluation designs are required)
  - Needs assessment with data (qualitative, quantitative, or mixed-method designs are required)
  - Project using secondary or faculty research data (independent data collection is not allowed – must use a faculty supported data collection process or an approved secondary dataset; data from qualitative, quantitative, or mixed-method studies are acceptable)
- All project aspects (design and content) must be preapproved by the student’s designated Applied DSW Project Committee before the student progresses to the next steps in the project.
- Applied DSW Projects typically follow a five (5) chapter format including an introduction, literature review, methods, results, and discussion section.
  - Examples of acceptable deliverables include, but are not limited to, a professional training curriculum, program evaluation report, needs assessment, practice innovation, or organizational change proposal - all designed to advance evidence-informed practice within a specific context.
  - Chapter One: Introduction. Chapter One of the Applied DSW Project is the introduction to the study. This introductory chapter includes subsections with appropriate headings/subheadings that organize and provide readers/evaluators a clear understanding of the purpose and relevance of the proposed project. Subheadings include the problem statement, background of the problem, clinical significance/justification, and statement of aims/objectives.
  - Chapter Two: Literature Review. Chapter Two of the Applied DSW Project includes subsections with appropriate headings/subheadings that organize component parts of the systematic literature review. This content provides further

justification, as well as the conceptualization, scope, and evidence-based research that supports the Applied DSW Project. As such, Chapter Two includes each of the following sections: Brief introduction/organization of the chapter; background of the related problem; comprehensive review of related theories, comprehensive review of related research.

- Chapter Three: Methodology. Chapter Three of the Applied DSW Project is the methodology of the study. The subheadings in this section vary depending on the specific research questions and methodology used. Some of the common subheadings include the following: Research design; participants; description of measures; data collection process; data analysis; and/or protocol description.
  - Chapter Four: Results. Chapter Four of the Applied DSW Project is the results of the study. The structure and subheadings in this section vary depending on the specific research questions addressed. If data was collected, this section would include the presentation of findings such as data analysis, tables and figures, along with a written description of findings. If a treatment protocol was proposed, the results should include a brief introduction to the treatment along with implementation strategies and an addendum that includes the completed professional manual ready to share with the intended audience.
  - Chapter Five: Discussion. Chapter Five of the Applied DSW Project is the discussion of the study. The discussion delves into the comprehensive interpretation of findings, encompassing a critical analysis of their implications for practice innovation, education, organizational and social policy, as well as issues related to ADEI (Accessibility, Diversity, Equity, and Inclusion). This section also outlines a robust dissemination plan for the research. Following the discussion, the conclusion segment acknowledges the study's limitations and paves the way for future studies, ensuring a thorough and forward-looking exploration of the subject matter.
- Students are expected to develop a dissemination plan that includes presenting findings through professional venues such as conference presentations, training workshops, webinars, or submission to peer-reviewed or professional practice journals.
  - All Applied DSW Projects require the successful completion of a project proposal and final oral defense.
  - The final Applied DSW Project must have full committee approval and conform to guidelines provided in the School of Behavioral Health's *Professional Doctoral Project Formatting Handbook* and *Sample Table of Contents*.

### **Process and Timeline for Completion of the Applied DSW Project**

- During spring of **Program Year 1** students are assigned a Chair/Mentor and develop a concept paper, which supports the development and further understanding of their

Applied DSW Project, e.g., information about population needs to support framing project objectives.

- During **Program Year 2** three courses are designed to support the development of the Applied DSW Project Proposal
  - The Applied DSW Project Proposal consists of the following chapters (see Appendix B for detailed description of each chapter):
    - Fall Quarter: Chapter Two - literature review;
    - Winter Quarter: Chapters One and Three - problem statement/introduction and methods; and
    - Spring Quarter: Revisions, proposal defense, and IRB review (if needed).
  - The Applied DSW Project Proposal must be successfully defended in an Oral Defense before the project can proceed. This should be completed by the end of year 2 spring quarter.
  
- During **Program Year 3**, four courses are designed to support the completion of the last two chapters of the Applied DSW Project.
  - The completed Applied DSW Project consists of the first three chapters from the Proposal and the following chapters and processes (see Appendix B for detailed description of each chapter):
    - Summer Quarter: Completion of IRB process and data collection;
    - Fall Quarter: Continued data collection and data analysis (Chapter 4 - results section should be complete by the end of fall quarter);
    - Winter Quarter: Chapter 5 – discussion section;
    - Spring Quarter: Revisions and final defense. Must be completed by the last Monday in May for June graduation.
  - All project work is subject to Committee review, oral defense and approval before going on to the next phase, graduation.

All applied projects must be designed to cultivate and demonstrate the Core Expertise and Skills essential to doctoral-level social work practice. The Applied DSW Project fulfills the doctoral program's culminating requirement and serves as the student's demonstration of advanced social work leadership, scholarship, and applied practice innovation consistent with CSWE's 2025 Practice Doctorate Standards.

## Applied DSW Project Scoring Rubric

### DSW PROGRAM ASSESSMENT RUBRIC

**Graduate Student:**

**Faculty Completing the Assessment:**

**Outcome Measure 1: Applied DSW Project Final Defense Review:**

**Date of Assessment:**

**Paper or Project Title:**

**Instructions for Faculty Evaluators:** The purpose of this form is to assess the doctoral student's applied project in direct relation to the CSWE Practice Doctorate outcomes. Each outcome reflects the level of scholarly integration, innovation, and leadership expected of scholar-practitioners at the doctoral level.

**How to Complete the Form:** Review the student's final written document and/or presentation. For each criterion, select one rating (1–4) that best reflects the student's demonstrated level of competency. Provide brief comments on areas of strength and further development. Please note that specific comments are required for any areas rated below a 3. Finally, sign the form and return to Doreen.

#### Guidance for Assigning Ratings

Level	Descriptor	Guidance for Faculty
1 – Requires Substantial Consultation	Beginning-level performance	Student demonstrates limited integration of theory, research, or leadership application; significant guidance is required.
2 – Requires Moderate Consultation	Developing-level performance	Student shows understanding of concepts but needs refinement in rigor, synthesis, or depth; moderate faculty support required.
3 – Competent as a Beginning Scholar	Doctoral-level performance	Student demonstrates independent competence, critical thinking, and application of evidence-informed knowledge; minimal faculty input needed.
4 – Proficient/Expert	Advanced-level performance	Student demonstrates mastery and independence expected of a doctoral graduate, contributing new or innovative practice knowledge.

**CSWE 2025 Practice Doctorate Standards and Outcomes**

	Requires Substantial Consultation	Requires Moderate Consultation	Competent as a Beginning Scholar	Proficient/Expert
<b>I. ADVANCEMENT OF PRACTICE THROUGH INNOVATION</b>				
1. Demonstrates originality and creativity in practice design or intervention.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2. Integrates theoretical and empirical knowledge into practical application.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3. Advances equity, inclusion, and justice through innovative approaches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>II. CRITICAL USE AND EVALUATION OF RESEARCH AND KNOWLEDGE</b>				
4. Applies relevant, current literature to define and address a clinical or leadership problem.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Applies and synthesizes quality and rigorous research to support proposed clinical or leadership problem solution.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6. Demonstrates depth and breadth in literature review and integration.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>III. SCIENTIFIC INQUIRY AND DOCTORAL-LEVEL SCHOLARSHIP</b>				
7. Demonstrates the ability to apply doctoral level analytical and decision-making frameworks.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8. Employs appropriate analytic strategies with scientific rigor and ethical integrity.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9. Reflects doctoral-level reasoning and coherence throughout.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>IV. DEVELOPMENT AND DISSEMINATION OF PRACTICE-RELEVANT, RESEARCH-INFORMED KNOWLEDGE</b>				
10. Communicates findings effectively to academic and professional audiences.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
11. Communicates an organizational or systems analysis and strategic implementation plan through a comprehensive report and presentation demonstrating advanced leadership and practice scholarship.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
12. Disseminates knowledge through presentations, publications, or professional mentoring.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>V. LEADERSHIP IN PRACTICE AND/OR EDUCATION</b>				
13. Demonstrates leadership in clinical, organizational, or educational contexts.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

14. Models professionalism, collaboration, and reflective judgment. 1  2  3  4

15. Articulates implications for practice, policy, and social justice leadership. 1  2  3  4

**VI. SUBSTANTIVE EXPERTISE IN AN AREA OF PRACTICE**

16. Demonstrates advanced knowledge and skill in a defined domain of social work practice. 1  2  3  4

17. Integrates cultural humility and ADEI principles in conceptualization and application. 1  2  3  4

18. Maintains reflective awareness of professional strengths and limitations. 1  2  3  4

**VII. COMMENTS (SPECIFICALLY ADDRESS ANY AREAS THAT FALL BELOW A 3 RATING)**

A. Areas of strength:

B. Areas needing further development:

C. Other comments or observations:

**IX. FACULTY SIGNATURE:**

**Instrument 2: Driving Organizational Change - A Leadership Plan for Sustainable and Inclusive Excellence Assignment**

**Driving Organizational Change-A Leadership Plan for Sustainable and Inclusive Excellence Paper (100 points):** This assignment provides doctoral students with an opportunity to demonstrate practice-informed leadership and scholarly integration in analyzing the management structure and practices of a human services organization. Students will apply leadership theories, critically evaluate employee engagement and crisis management, and propose strategies that advance anti-racist, diverse, equitable, and inclusive practices.

This assignment assesses all six Core Expertise and Skills outlined by CSWE for Doctoral Social Work Education (CES 1–6), emphasizing innovation, research integration, ethical leadership, organizational practice, and scholarly dissemination.

Based on the case presented to you in Canvas or an organization you select, write an analysis (8 pages maximum) that addresses the following:

Assignment Components

1. Introduction (10 points)

Provide an overview of the selected organization, including:

- Mission, history, and scope of services.
- Organizational structure and leadership framework.
- How the organization's mission, vision, or values demonstrate commitments to anti-racism, diversity, equity, and inclusion (A DEI).

***(Addresses Outcomes VI: Substantive Expertise and A DEI Integration.)***

2. Leadership Theories and Analysis (20 points)

Apply one leadership theory (e.g., transformational, servant, situational, or authentic leadership) to evaluate the effectiveness of organizational leadership.

- Critically analyze leadership approaches using scholarly literature.
- Discuss how the chosen leadership model aligns with or challenges principles of equity and justice.

***(Addresses Outcomes I–III: Innovation, Research Integration, and Doctoral-Level Reasoning.)***

3. Employee Management and Engagement (20 points)

Evaluate employee engagement, supervision, and management practices.

- Identify strengths and limitations in motivation, performance evaluation, and professional development.
- Analyze how A DEI principles are embedded in advancement and retention strategies.

***(Addresses Outcomes II, V, and VI: Critical Use of Research, Leadership in Practice, and A DEI Application.)***

4. Crisis Management and Organizational Responsiveness (20 points)

Examine the organization's approach to crisis management or a specific organizational challenge.

- Evaluate leadership communication, ethical decision-making, and responsiveness to staff and client needs.
- Recommend evidence-informed strategies for resilience and sustainability.

***(Addresses Outcomes III and V: Doctoral-Level Decision-Making and Leadership in Practice.)***

5. Recommendations for Change (20 points)

Develop a strategic leadership plan to advance sustainable and inclusive excellence.

- Offer innovative, research-informed recommendations that strengthen leadership, employee engagement, and crisis response.
- Ensure recommendations promote equity, inclusion, and justice in organizational practices.

***(Addresses Outcomes I, IV, V, and VI: Innovation, Dissemination of Research-Informed Knowledge, and Overall Leadership Contribution.)***

6. Conclusion and Technical Writing (10 points)

- Summarize key findings and recommendations.
- Reflect on implications for practice, policy, and social work leadership.
- Ensure doctoral-level writing, APA 7th edition formatting, clarity, and coherence.

***(Addresses Outcome VI: Overall Evaluation of Doctoral Scholarship and Expertise.)***

Format and Submission: Use APA 7<sup>th</sup> ed. for this paper including a title page, abstract, and reference list. Submit your paper as a Word document through Canvas by the last day of Module 7. Late submissions will result in a grade reduction of 10% per day. Plagiarism will not be tolerated and will result in a grade of zero for the assignment.

**DSW PROGRAM SWCL 670 ASSIGNMENT  
ASSESSMENT RUBRIC**

**Graduate Student:**

**Faculty Completing the Assessment:**

**Outcome Measure 2: Driving Organizational Change - A Leadership Plan for Sustainable and Inclusive Excellence Assignment:**

**Date of Assessment:**

**Instructions for Faculty Evaluators:** The purpose of this form is to assess the doctoral student’s identified assignment in direct relation to the CSWE Practice Doctorate outcomes. Each outcome reflects the level of scholarly integration, innovation, and leadership expected of scholar-practitioners at the doctoral level.

**How to Complete the Form:** Review the student’s final written document and/or presentation. For each criterion, select one rating (1–4) that best reflects the student’s demonstrated level of competency. Provide brief comments on areas of strength and further development. Please note that specific comments are required for any areas rated below a 3. Finally, sign the form and return to Doreen.

**Guidance for Assigning Ratings**

Level	Descriptor	Guidance for Faculty
1 – Requires Substantial Consultation	Beginning-level performance	Student demonstrates limited integration of theory, research, or leadership application; significant guidance is required.
2 – Requires Moderate Consultation	Developing-level performance	Student shows understanding of concepts but needs refinement in rigor, synthesis, or depth; moderate faculty support required.
3 – Competent as a Beginning Scholar	Doctoral-level performance	Student demonstrates independent competence, critical thinking, and application of evidence-informed knowledge; minimal faculty input needed.
4 – Proficient/Expert	Advanced-level performance	Student demonstrates mastery and independence expected of a doctoral graduate, contributing new or innovative practice knowledge.

**CSWE 2025 Practice Doctorate Standards and Outcomes**

	Requires Substantial Consultation	Requires Moderate Consultation	Competent as a Beginning Scholar	Proficient/ Expert
<b>I. ADVANCEMENT OF PRACTICE THROUGH INNOVATION</b>				
1. Demonstrates originality and creativity in practice design or intervention.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2. Integrates theoretical and empirical knowledge into practical application.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3. Advances equity, inclusion, and justice through innovative approaches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>II. CRITICAL USE AND EVALUATION OF RESEARCH AND KNOWLEDGE</b>				
4. Applies relevant, current literature to define and address a clinical or leadership problem.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Applies and synthesizes quality and rigorous research to support proposed clinical or leadership problem solution.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6. Demonstrates depth and breadth in literature review and integration.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>III. SCIENTIFIC INQUIRY AND DOCTORAL-LEVEL SCHOLARSHIP</b>				
7. Demonstrates the ability to apply doctoral level analytical and decision-making frameworks.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8. Employs appropriate analytic strategies with scientific rigor and ethical integrity.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9. Reflects doctoral-level reasoning and coherence throughout.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>IV. DEVELOPMENT AND DISSEMINATION OF PRACTICE-RELEVANT, RESEARCH-INFORMED KNOWLEDGE</b>				
10. Communicates findings effectively to academic and professional audiences.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
11. Communicates an organizational or systems analysis and strategic implementation plan through a comprehensive report and presentation demonstrating advanced leadership and practice scholarship.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
12. Disseminates knowledge through presentations, publications, or professional mentoring.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>V. LEADERSHIP IN PRACTICE AND/OR EDUCATION</b>				
13. Demonstrates leadership in clinical, organizational, or educational contexts.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

14. Models professionalism, collaboration, and reflective judgment. 1  2  3  4

15. Articulates implications for practice, policy, and social justice leadership. 1  2  3  4

**VI. SUBSTANTIVE EXPERTISE IN AN AREA OF PRACTICE**

16. Demonstrates advanced knowledge and skill in a defined domain of social work practice. 1  2  3  4

17. Integrates cultural humility and ADEI principles in conceptualization and application. 1  2  3  4

18. Maintains reflective awareness of professional strengths and limitations. 1  2  3  4

**VII. COMMENTS (SPECIFICALLY ADDRESS ANY AREAS THAT FALL BELOW A 3 RATING)**

D. Areas of strength:

E. Areas needing further development:

F. Other comments or observations:

**IX. FACULTY SIGNATURE:**

**c. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D5.0.1(b):** The program has a method of analyzing outcomes for the core expertise and skills (and any additional core expertise and skills added by the program) in its assessment plan.

- |  |
|--|
| <p><b>a. The program submits Form AS D5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard D5.0.1(a).</b></p> |
|--|

**Area of Focus:** Clinical Leadership

**Program Option Name:** Online

**Core Expertise and Skill 1: Advance practice through innovative approaches**

<b>Instrument Name</b>	<b>Instrument: Expected Level of Achievement for Each Instrument</b>	<b>Instrument: Actual Outcome for Each Instrument</b>	<b>Core Expertise and Skill 1: Actual Outcome Calculation Inclusive of All Instruments</b>	<b>Core Expertise and Skill 1: Actual Outcome for Core Expertise and Skill</b>	<b>Core Expertise and Skill 1: Expected Level of Achievement for Core Expertise and Skill</b>	<b>Core Expertise and Skill 1: Met or Exceeded Expected Level of Achievement?</b>
Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 1, 2, 3.	100%	Instrument 1: 100%  Instrument 2: 100%	100%	80% inclusive of all instruments	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 1, 2, 3.	100%	Total Calculation: 100% + 100% = 200; 200/2 = 100.0%			

## Core Expertise and Skills 2: Use and critically evaluate research and knowledge

<b>Instrument Name</b>	<b>Instrument: Expected Level of Achievement for Each Instrument</b>	<b>Instrument: Actual Outcome for Each Instrument</b>	<b>Core Expertise and Skill 2: Actual Outcome Calculation Inclusive of All Instruments</b>	<b>Core Expertise and Skill 2: Actual Outcome for Core Expertise and Skill</b>	<b>Core Expertise and Skill 2: Expected Level of Achievement for Core Expertise and Skill</b>	<b>Core Expertise and Skill 2: Met or Exceeded Expected Level of Achievement?</b>
Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 4, 5, 6.	86%	Instrument 1: 86%			
Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 4, 5, 6.	100%	Total Calculation: $86\% + 100\% = 186$ ; $186/2 = 93.0\%$	93%	80% inclusive of all instruments	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### Core Expertise and Skill 3: Engage in scientific inquiry that reflects doctoral-level scholarship

Instrument Name	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Core Expertise and Skill 3: Actual Outcome Calculation Inclusive of All Instruments	Core Expertise and Skill 3: Actual Outcome for Core Expertise and Skill	Core Expertise and Skill 3: Expected Level of Achievement for Core Expertise and Skill	Core Expertise and Skill 3: Met or Exceeded Expected Level of Achievement?
Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 7, 8, 9.	86%	Instrument 1: 86%			
Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 7, 8, 9.	100%	Instrument 2: 100%	93%	80% inclusive of all instruments	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
			Total Calculation: 86% + 100% = 186; 186/2 = 93.0%			

**Core Expertise and Skill 4: Develop and disseminate practice-relevant, research-informed knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration**

<b>Instrument Name</b>	<b>Instrument: Expected Level of Achievement for Each Instrument</b>	<b>Instrument: Actual Outcome for Each Instrument</b>	<b>Core Expertise and Skill 4: Actual Outcome Calculation Inclusive of All Instruments</b>	<b>Core Expertise and Skill 4: Actual Outcome for Core Expertise and Skill</b>	<b>Core Expertise and Skill 4: Expected Level of Achievement for Core Expertise and Skill</b>	<b>Core Expertise and Skill 4: Met or Exceeded Expected Level of Achievement?</b>
Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 10, 11, 12.	100%	Instrument 1: 100%  Instrument 2: 100%	100%	80% inclusive of all instruments	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 10, 11, 12.	100%	Total Calculation: 100% + 100% = 200; 200/2 = 100.0%			

### Core Expertise and Skill 5: Provide leadership in social work practice and/or education

Instrument Name	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Core Expertise and Skill 5: Actual Outcome Calculation Inclusive of All Instruments	Core Expertise and Skill 5: Actual Outcome for Core Expertise and Skill	Core Expertise and Skill 5: Expected Level of Achievement for Core Expertise and Skill	Core Expertise and Skill 5: Met or Exceeded Expected Level of Achievement?
Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 13, 14, 15.	86%	Instrument 1: 86%  Instrument 2: 100%	93%	80% inclusive of all instruments	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 13, 14, 15.	100%	Total Calculation: $86\% + 100\% = 186$ ; $186/2 = 93.0\%$			

**Core Expertise and Skill 6: Develop and maintain substantive expertise in one or more areas of social work practice**

<b>Instrument Name</b>	<b>Instrument:</b> Expected Level of Achievement for Each Instrument	<b>Instrument:</b> Actual Outcome for Each Instrument	<b>Core Expertise and Skill :</b> Actual Outcome Calculation Inclusive of All Instruments	<b>Core Expertise and Skill 1:</b> Actual Outcome for Core Expertise and Skill	<b>Core Expertise and Skill 1:</b> Expected Level of Achievement for Core Expertise and Skill	<b>Core Expertise and Skill 1:</b> Met or Exceeded Expected Level of Achievement?
Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 16, 17, 18.	86%	Instrument 1: 86%	93%	80% inclusive of all instruments	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 16, 17, 18.	100%	Total Calculation: $86\% + 100\% = 186$ ; $186/2 = 93.0\%$			

**Student Achievement Assessment Outcomes  
Aggregate Inclusive of All Program Options**

**Area of Focus:** Clinical Leadership

**Core Expertise and Skill 1: Advance practice through innovative approaches**

<b>Core Expertise and Skill 1: Actual Outcome for Online</b>	<b>Core Expertise and Skill 1: Aggregate Actual Outcome Calculation for All Program Options</b>	<b>Core Expertise and Skill 1: Actual Outcome (Inclusive of All Program Options)</b>	<b>Core Expertise and Skill 1: Expected Level of Achievement (Inclusive of All Program Options)</b>	<b>Core Expertise and Skill 1: Met or Exceeded Expected Level of Achievement?</b>
100%	Online:  Total Calculation: 100%	100%	80%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Core Expertise and Skill 2: Use and critically evaluate research and knowledge**

<b>Core Expertise and Skill 2:</b> Actual Outcome for Online	<b>Core Expertise and Skill 2:</b> Aggregate Actual Outcome Calculation for All Program Options	<b>Core Expertise and Skill 2:</b> Actual Outcome (Inclusive of All Program Options)	<b>Core Expertise and Skill 2:</b> Expected Level of Achievement (Inclusive of All Program Options)	<b>Core Expertise and Skill 2:</b> Met or Exceeded Expected Level of Achievement?
93%	Online:  Total Calculation: 93%	93%	80%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Core Expertise and Skill 3: Engage in scientific inquiry that reflects doctoral-level scholarship**

<b>Core Expertise and Skill 3:</b> Actual Outcome for Online	<b>Core Expertise and Skill 3:</b> Aggregate Actual Outcome Calculation for All Program Options	<b>Core Expertise and Skill 3:</b> Actual Outcome (Inclusive of All Program Options)	<b>Core Expertise and Skill 3:</b> Expected Level of Achievement (Inclusive of All Program Options)	<b>Core Expertise and Skill 3:</b> Met or Exceeded Expected Level of Achievement?
93%	Online:  Total Calculation: 93%	93%	80%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Core Expertise and Skill 4: Develop and disseminate practice-relevant, research-informed knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration**

<b>Core Expertise and Skill 4:</b> Actual Outcome for Online	<b>Core Expertise and Skill 4:</b> Aggregate Actual Outcome Calculation for All Program Options	<b>Core Expertise and Skill 4:</b> Actual Outcome (Inclusive of All Program Options)	<b>Core Expertise and Skill 4:</b> Expected Level of Achievement (Inclusive of All Program Options)	<b>Core Expertise and Skill 4:</b> Met or Exceeded Expected Level of Achievement?
100%	Online:  Total Calculation: 100%	100%	80%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Core Expertise and Skill 5: Provide leadership in social work practice and/or education**

<b>Core Expertise and Skill 5:</b> Actual Outcome for Online	<b>Core Expertise and Skill 5:</b> Aggregate Actual Outcome Calculation for All Program Options	<b>Core Expertise and Skill 5:</b> Actual Outcome (Inclusive of All Program Options)	<b>Core Expertise and Skill 5:</b> Expected Level of Achievement (Inclusive of All Program Options)	<b>Core Expertise and Skill 5:</b> Met or Exceeded Expected Level of Achievement?
93%	Online:  Total Calculation: 93%	93%	80%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Core Expertise and Skill 6: Develop and maintain substantive expertise in one or more areas of social work practice**

<b>Core Expertise and Skill 6:</b> Actual Outcome for Online	<b>Core Expertise and Skill 6:</b> Aggregate Actual Outcome Calculation for All Program Options	<b>Core Expertise and Skill 6:</b> Actual Outcome (Inclusive of All Program Options)	<b>Core Expertise and Skill 6:</b> Expected Level of Achievement (Inclusive of All Program Options)	<b>Core Expertise and Skill 6:</b> Met or Exceeded Expected Level of Achievement?
93%	Online:  Total Calculation: 93%	93%	80%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**b. The program provides its calculations for student achievement of the core expertise and skills (and any additional core expertise and skills added by the program), including all instruments.**

*Addressed in Form AS D5.0.1(b)*

**c. The program provides its outcomes in relation to its expected level of student achievement for each core expertise and skill.**

*Addressed in Form AS D5.0.1(b)*

**d. The program provides outcomes for each program option and in aggregate.**

*Addressed in Form AS D5.0.1(b)*

**Check One:**

- The program has only one (1) option.
- The program provides Form AS D5.0.1(b) for each program option and in aggregate.

**Accreditation Standard D5.0.1(c):** The program has a process to formally review its assessment plan and outcomes related to student achievement of the core expertise and skills (and any additional core expertise and skills added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

**a. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the core expertise and skills (and any additional core expertise and skills added by the program).**

**Process Used to Formally Review the Assessment Plan Related to Student Achievement of the Core Expertise and Skills [AS D5.0.1(a)]**

The DSW Program Director compiles assessment data and ensures consistent use of measures across all Core Expertise and Skills. The DSW Doctoral Committee formally reviews the assessment plan annually to evaluate its effectiveness in measuring student achievement, its alignment with program goals, and its responsiveness to CSWE standards. During this review, the committee considers the appropriateness of the assessment tools, timing, and data collection methods and makes recommendations for revisions as needed. Informal discussions throughout the academic year between core faculty and the DSW Program Director also provide ongoing feedback to ensure that the plan remains current, comprehensive, and reflective of the program's mission and curriculum.

**Process Used to Formally Review the Outcomes Related to Student Achievement of the Core Expertise and Skills [AS D5.0.1(b)]**

Assessment data are collected by the DSW Program Director and reviewed by the DSW Committee at the end of each academic year. The committee analyzes student performance trends, benchmark attainment, and qualitative feedback to identify areas of strength and needed improvement. Findings are shared with all doctoral faculty for discussion and integration into course and curriculum revisions. Proposed changes are documented in meeting minutes and implemented in the subsequent academic year to strengthen student achievement and program outcomes. This cyclical process ensures continuous quality improvement and demonstrates the program’s ongoing commitment to student success and alignment with the six CSWE Core Expertise and Skills.

**b. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard D5.0.1(b), with clear links to the data.**

**Area of Focus #1: Clinical Leadership**

<b>Core Expertise and Skills</b>	<b>Core Expertise and Skill Benchmark</b>	<b>% of Students Attaining</b>	<b>Benchmark Met?</b>	<b>Changes Made or Planned</b>
<b>Core Expertise and Skill 1:</b> Advance practice through innovative approaches.	80%	100%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	No changes are planned for the academic year, as 100% of students met the competency benchmark.
<b>Core Expertise and Skill 2:</b> Use and critically evaluate research and knowledge.	80%	93%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Although the benchmark was met, the program implemented improvements to strengthen applied research skill development. S 602: Data Analysis and Applied Statistics was revised and moved to allow students to use their own data

Core Expertise and Skills	Core Expertise and Skill Benchmark	% of Students Attaining	Benchmark Met?	Changes Made or Planned
				and apply statistical methods directly to their doctoral projects. This change enhances the integration of research knowledge with practice and improves students' readiness for independent scholarship.
<p><b>Core Expertise and Skill 3:</b> Engage in scientific inquiry that reflects doctoral-level scholarship.</p>	80%	93%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>While benchmarks were achieved, the program enhanced individualized mentorship within the Applied DSW Project sequence by introducing a directed-study structure and starting project development earlier in the curriculum. These revisions provide students with greater faculty guidance and more time to refine research design and analysis, promoting higher-quality</p>

Core Expertise and Skills	Core Expertise and Skill Benchmark	% of Students Attaining	Benchmark Met?	Changes Made or Planned
				doctoral-level scholarship.
<b>Core Expertise and Skill 4:</b> Develop and disseminate practice-relevant, research-informed knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration.	80%	100%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	No changes are planned for the academic year, as 100% of students met the competency benchmark.
<b>Core Expertise and Skill 5:</b> Provide leadership in social work practice and/or education.	80%	93%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	No changes are planned for the academic year, as 100% of students met the competency benchmark.
<b>Core Expertise and Skill 6:</b> Develop and maintain substantive expertise in one or more areas of social work practice.	80%	93%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	To further strengthen alignment between coursework and applied practice expertise, the program restructured the SWCL 689 Applied DSW Project Conceptualization courses to begin earlier and provide

Core Expertise and Skills	Core Expertise and Skill Benchmark	% of Students Attaining	Benchmark Met?	Changes Made or Planned
				individualized and peer mentoring. This ensures students develop depth in their chosen area of practice through sustained faculty engagement and applied research experience.

**c. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D5.0.1(d):** The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS D5.0.1(d). The findings are updated every two years, at minimum.

**a. The program submits Form AS D5.0.1(d) to report its assessment plan and most recent assessment summary outcomes.**

# Form AS D5.0.1(d) | Public Reporting of Assessment Outcomes

LLU DSW – Clinical Leadership

## Summary of Plan

**Area of Focus:** Clinical Leadership

<b>Core Expertise and Skills</b>	<b>Instrument</b>	<b>Instrument: Expected Level of Achievement</b>	<b>Expected Level of Achievement for Core Expertise and Skill</b>
<b>Core Expertise and Skill 1:</b> Advance practice through innovative approaches	Instrument 1: Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 1,2,3.	80%
	Instrument 2: Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 1,2,3.	
<b>Core Expertise and Skill 2:</b> Use and critically evaluate research and knowledge	Instrument 1: Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 4,5,6.	80%
	Instrument 2: Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 4,5,6.	
<b>Core Expertise and Skill 3:</b> Engage in scientific inquiry that reflects doctoral-level scholarship	Instrument 1: Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 7,8,9.	80%
	Instrument 2: Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 7,8,9.	
<b>Core Expertise and Skill 4:</b> Develop and disseminate practice-relevant, research-informed knowledge through a variety of channels, such as teaching, scholarship,	Instrument 1: Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 10,11,12.	80%
	Instrument 2: Driving Organizational Change: A Leadership Plan for	Students must score a minimum of 3 of 4 points on criteria 10,11,12.	

professional presentations, mentoring, and administration	Sustainable and Inclusive Excellence Paper		
<b>Core Expertise and Skill 5:</b> Provide leadership in social work practice and/or education	Instrument 1: Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 13,14,15.	80%
	Instrument 2: Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 13,14,15.	
<b>Core Expertise and Skill 6:</b> Develop and maintain substantive expertise in one or more areas of social work practice	Instrument 1: Applied DSW Project	Students must score a minimum of 3 of 4 points on criteria 16,17,18.	80%
	Instrument 2: Driving Organizational Change: A Leadership Plan for Sustainable and Inclusive Excellence Paper	Students must score a minimum of 3 of 4 points on criteria 16,17,18.	

## Summary of Outcomes

### Area of Focus: Clinical Leadership

**Timeframe of Core Expertise and Skills Assessment:**

06/24-06/25

**Date Publicly Posted on Program’s Website:** 10/31/25

<b>Core Expertise and Skills</b>	Expected Level of Achievement Inclusive of All Instruments	<b>Aggregate Actual Outcomes:</b> All Program Options  n = (7)	<b>Program Option 1 Outcomes:</b> Online  n = (7)
<b>Core Expertise and Skill 1:</b> Advance practice through innovative approaches	80%	100%	100%
<b>Core Expertise and Skill 2:</b> Use and critically evaluate research and knowledge	80%	93%	93%
<b>Core Expertise and Skill 3:</b> Engage in scientific inquiry that reflects doctoral-level scholarship	80%	93%	93%
<b>Core Expertise and Skill 4:</b> Develop and disseminate	80%	100%	100%

<b>Core Expertise and Skills</b>	Expected Level of Achievement Inclusive of All Instruments	<b>Aggregate Actual Outcomes:</b> All Program Options  <b>n = (7)</b>	<b>Program Option 1 Outcomes:</b> Online  <b>n = (7)</b>
practice-relevant, research-informed knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration			
<b>Core Expertise and Skill 5:</b> Provide leadership in social work practice and/or education	80%	93%	93%
<b>Core Expertise and Skill 6:</b> Develop and maintain substantive expertise in one or more areas of social work practice	80%	93%	93%

**b. The program provides a hyperlink to the program’s webpage where the assessment plan and summary outcomes are publicly displayed.**

**Active Hyperlink to the Public Webpage Where Assessment Outcomes are Posted:**

<https://behavioralhealth.llu.edu/sites/behavioralhealth.llu.edu/files/2025-11/DSW%20Assessment%20Outcomes%202025.pdf>

**c. The program provides outcomes for each program option and in aggregate.**

**Check One:**

- The program has only one (1) option.
- The program provided outcomes for each program option and in aggregate on From AS D5.0.1(d).

## **ADEI Assessment**

**Accreditation Standard D5.0.2(a):** The program has a systematic plan to assess antiracism, diversity, equity, and inclusion (ADEI) efforts within the program’s implicit curriculum.

**a. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard D2.0.2.**

**ADEI Implicit Curriculum Effort Assessed (as reported in AS D2.0.2)**

In this section, we wish to highlight findings from our ADEI Climate Survey. The ADEI Climate Survey is designed to assess DSW students’ experiences, perceptions, and competencies related to ADEI within the program. The survey aims to gather feedback on how well both the explicit and implicit curriculum, faculty, and overall learning environment foster ADEI values and provide an inclusive and supportive academic experience. The assessment was recently conducted in June 2025 by Dr. Qais Alemi who is a full-time professor in our academic department. The ADEI Climate Survey is an anonymous electronic survey that was developed and distributed via Qualtrics to all three of our currently enrolled cohorts, which at the time included students readying to graduate in June 2025 and those scheduled to graduate in subsequent years (2026, 2027). Therefore, the survey includes students with varying years of matriculation as students. The survey link is sent to our students’ email addresses, which includes an introduction to the survey spelling out its purpose and emphasizing its importance to providing insights for faculty in order to devise strategies for fostering a diverse, equitable, and inclusive learning environment. Here we begin by further describing our survey instrument, which is followed by findings from various survey components, which are presented in aggregate and according to (graduating) cohort year.

**b. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.**

**ADEI Area(s) Assessed**

Our ADEI Climate Survey consists of several components, pertaining to our explicit and implicit curriculum. The components of our climate survey are as follows:

1. **Demographic Characteristics:** Includes graduation year, years of professional experience post-MSW, race/ethnicity, and gender identity.
2. **Personal ADEI-Related Experiences:** Assesses students' meaningful interactions with individuals from diverse racial, ethnic, religious, gender, socio-economic, and ability backgrounds during their time in the DSW program using a five-point Likert-type scale (1 = "never" to 5 = "very often"). It also examines opportunities provided in the virtual classroom to engage with ADEI-related topics and ways in which faculty could improve the learning environment so as to improve exposure to diversity.
3. **ADEI Awareness and Competencies:** Evaluates the extent to which the DSW curriculum has enhanced students' understanding of racism, oppression, privilege, intersectionality, and cultural humility in social work practice using a five-point Likert-type scale (1 = "not at all" to 5 = "very often"). Additionally, it measures students' perceived competence in applying anti-racist and anti-oppressive frameworks in professional settings, also rated on a five-point Likert type scale (1 = "not at all" to 5 = "quite a bit").
4. **DSW Program's Commitment to ADEI:** Collects feedback on whether faculty and administrators model ADEI principles, whether the curriculum adequately reflects these values, and whether the learning environment is equitable and inclusive using a five-point Likert scale (1 = "strongly disagree" to 5 = "strongly agree"). It also assesses perceptions of faculty representation, understanding of student identities, and the program's overall commitment to fostering diversity.
5. **Student Experience and Sense of Belonging:** Measures students' sense of belonging, value, and respect within the program using a five-point Likert scale (1 = "strongly disagree" to 5 = "strongly agree"). It also identifies whether students feel isolated or unwelcome.
6. **Open-Ended Feedback:** Provides space for students to suggest improvements to enhance the program's commitment to antiracism, diversity, equity, and inclusion.

**Instrument(s) Used**

A.D.E.I. Climate Survey - DSW Program

**When Assessment Occurs**

Annually, in June



## Stakeholder Groups

The ADEI Climate Survey is an anonymous electronic survey that was developed and distributed via Qualtrics to all three of our currently enrolled DSW cohorts, which at the time included students readying to graduate in June 2025 and those scheduled to graduate in subsequent years (2026, 2027). Therefore, the survey includes students with varying years of matriculation as students.

## Program Personnel Administering the Assessment

Dr. Qais Alemi, Professor

**c. The program explains its data collection procedures.**

## Data Collection Period

May, 19 2025, to June 13, 2025

## Data Collection Procedure

The ADEI Climate Survey was administered electronically via Qualtrics to all currently enrolled DSW students, representing three cohorts: those graduating in 2025, 2026, and 2027. This allowed for inclusion of students at different stages of program progression. The survey link was distributed through LLU student email addresses and included an introductory statement explaining the purpose of the survey and emphasizing its importance in informing faculty strategies to foster a diverse, equitable, and inclusive learning environment. Participation was voluntary and responses were submitted anonymously to encourage candid feedback.

## Data Compilation and Calculation Method

Survey responses were collected and compiled by Dr. Qais Alemi, with oversight from the DSW Program Director. Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores for Likert-scale items. Qualitative responses were thematically coded to identify key trends and recurring themes related to diversity, inclusion, belonging, and equity within the program.

Because this report focuses on the implicit curriculum (AS D2.0.2), only results from Areas 1, 2, 4, 5, and 6 were analyzed. Items related to “ADEI Awareness and Competence” (Area 3 – Questions 8 and 9) were excluded, as they assess the explicit curriculum.

Aggregated results were reviewed by the Doctoral Committee and shared with faculty for interpretation and discussion. Findings were used to identify program strengths, areas for improvement, and actionable strategies such as faculty development priorities and enhancements to the student experience. This review process ensures data are systematically used to strengthen the program’s implicit curriculum and maintain an inclusive, equitable learning environment.

**d. The program provides copies of all instruments used to assess ADEI efforts.**

**Copy of Instrument(s) Used**

A.D.E.I. Climate Survey - DSW Program

Q1: Graduating Class:

- 2025 (2)
- 2026 (4)
- 2027 (5)

Q2: How many years of experience would you say you have as a social worker, post MSW?

Q3: Race/ethnicity (you may choose more than one option):

- White (1)
- Black or African American (2)
- American Indian or Alaska Native (3)
- Asian (4)
- Hispanic/Latino (8)
- Native Hawaiian or Pacific Islander (5)
- Other, please specify: (6) \_\_\_\_\_

Q4: What gender do you identify with?

Male (1)

Female (2)

Non-binary (6)

Prefer not to say (4)

Not sure (8)

Prefer to describe: (7) \_\_\_\_\_

Q5: During your time as a student in the DSW program, how often have you interacted with other students...

	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Very Often (5)
...whose religious beliefs are different than your own (1)	<input type="radio"/>				
...whose political opinions are different from your own (2)	<input type="radio"/>				
...who are immigrants or from an immigrant family (3)	<input type="radio"/>				
...who are of a different nationality than your own (4)	<input type="radio"/>				
...who are of a different race or ethnicity than your own (5)	<input type="radio"/>				
...whose gender is different than your own (6)	<input type="radio"/>				
...whose sexual orientation is different than your own (7)	<input type="radio"/>				
...who are from a different social class (8)	<input type="radio"/>				
...who have physical or observable disabilities (9)	<input type="radio"/>				
...who have learning, psychological, or other disabilities that are not readily apparent (10)	<input type="radio"/>				

Q6: As a current DSW student, how often are you given opportunities in the *virtual classroom* to learn about people from different races, ethnicities, cultures, gender identity, or socio-demographic and -economic backgrounds?

- None at all (1)
- A little (2)
- A moderate amount (3)
- A lot (4)
- A great deal (5)

Q7: What do you feel we as faculty could do better to provide more exposure to, or experience with diversity, equity, and inclusion in the *virtual classroom*?

Q8: To what extent has the DSW curriculum *increased* your *awareness* or *understanding* of the following:

	Not at all (1)	Very little (2)	Somewhat (3)	Quite a bit (5)	To a great extent (4)
How racism and oppression shape human experiences and how these factors influence practice with individuals, families, groups, and communities (1)	<input type="radio"/>				
The impact of White supremacy and privilege and how to use this knowledge to engage in anti-racist practice with clients (2)	<input type="radio"/>				
How diversity and the intersectionality of multiple factors (age, gender, race, immigration status, gender identity, etc.) shape human experiences and identity development (3)	<input type="radio"/>				
That intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power (4)	<input type="radio"/>				

Q9: To what extent has the DSW curriculum *increased* your *competence* in the following areas:

	Not at all (1)	Very little (2)	Somewhat (3)	Quite a bit (5)	To a great extent (4)
Demonstrating anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels (1)	<input type="radio"/>				
Demonstrating cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, and privilege in working with clients (2)	<input type="radio"/>				

Q10: What specific course(s), assignment(s), or project(s) do you feel contributed to your awareness, understanding or competency in working with diversity (with clients from backgrounds different from your own)?

Q11: Considering your experiences in the DSW program, please tell us how much you agree or disagree with the following statements:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
DSW faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DSW faculty and administrators foster an equitable and inclusive learning environment by facilitating important anti-racist and diversity-related discussion. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The DSW program's commitment to antiracism, diversity, equity, and inclusion is reflected in its curriculum and learning environment. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The DSW program has an inclusive approach to addressing the vast range of student learning needs that reduces barriers while optimizing accessibility, advancement, and equity for students. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12: Do you feel that DSW faculty understand or relate to your world, your background, or who you are as an individual?

Unsure (6)

No, not at all (1)

A little (2)

A moderate amount (3)

A lot (4)

A great deal (5)

Q13: Please tell us how much you agree or disagree with the following statements:

	Unsure (6)	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
The DSW program has a strong commitment to antiracism, diversity, equity, and inclusion (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much emphasis put on issues of racism, diversity, equity and inclusion in the DSW program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The DSW program provides sufficient resources to foster the success of a diverse student body (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued as an individual in the DSW program (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong in the DSW program (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have considered leaving the DSW program because I felt isolated or unwelcomed (6)

I am treated with respect in the DSW program (7)

I feel like others don't value my opinions in the DSW program (8)

I feel that I can voice concerns about bias, discrimination or equity without fear (11)

Q14: Do you see individuals of diverse backgrounds in leadership and faculty roles in the DSW program?

Yes (1)

No (2)

Q15: Finally, please share any thoughts or suggestions you may have in terms of improving the DSW program's approach or commitment to diversity, equity, and inclusion.

**e. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D5.0.2(b):** The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.

**a. The program presents its ADEI assessment outcomes from the most recent year.**

**Assessment Data Collection Period**

05/2025-06/2025

**ADEI Assessment Outcomes**

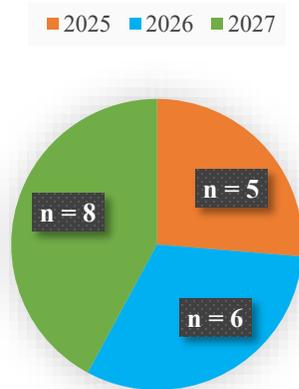
**Summary of Key Findings**

Overall, the ADEI Climate Survey results indicate that DSW students experience the program as highly inclusive, equitable, and aligned with its stated ADEI values. Students consistently reported frequent and meaningful engagement with individuals from diverse backgrounds, strong perceptions of belonging and respect, and confidence in the program’s commitment to antiracism and inclusion. While all cohorts reflected positive experiences, newer cohorts (particularly the 2027 group) reported the highest levels of satisfaction and engagement across nearly all areas assessed. Open-ended feedback affirmed the program’s strengths in modeling ADEI principles and fostering community while also highlighting opportunities to expand faculty diversity, provide additional ADEI-related training, and enhance support for multilingual and working students. These findings demonstrate a strong, positive implicit curriculum culture with a clear commitment to continuous improvement. Detailed findings from the assessed areas are presented below.

**Assessed Area 1: Demographic Characteristics**

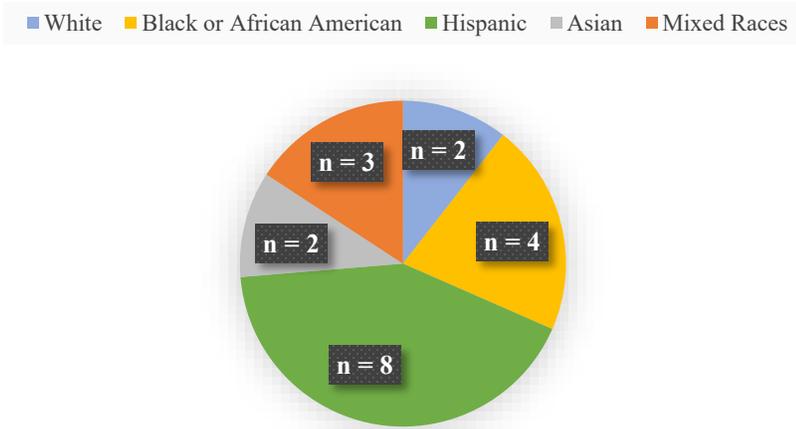
Of the 23 students enrolled in the DSW program, a total 19 students (79%) completed the ADEI Climate Survey. Eight of these students represented the 2027 graduating cohort, six students represented 2026 cohort, and five the 2025 cohort. DSW students’ professional experience post-MSW varied widely from as low as 7 years to as high as 30 years with the average number of years being 17.

**Figure 1a. Graduating Cohorts (N = 19)**



The majority were female (n = 17), and racial identities included: Latino/Hispanic (n = 8), Black or African American (n = 4), White (n = 2), Asian (n = 2), and mixed races (n = 3).

**Figure 1b. Racial identity (N = 19)**



**Assessed Area 2: Personal ADEI-Related Experiences**

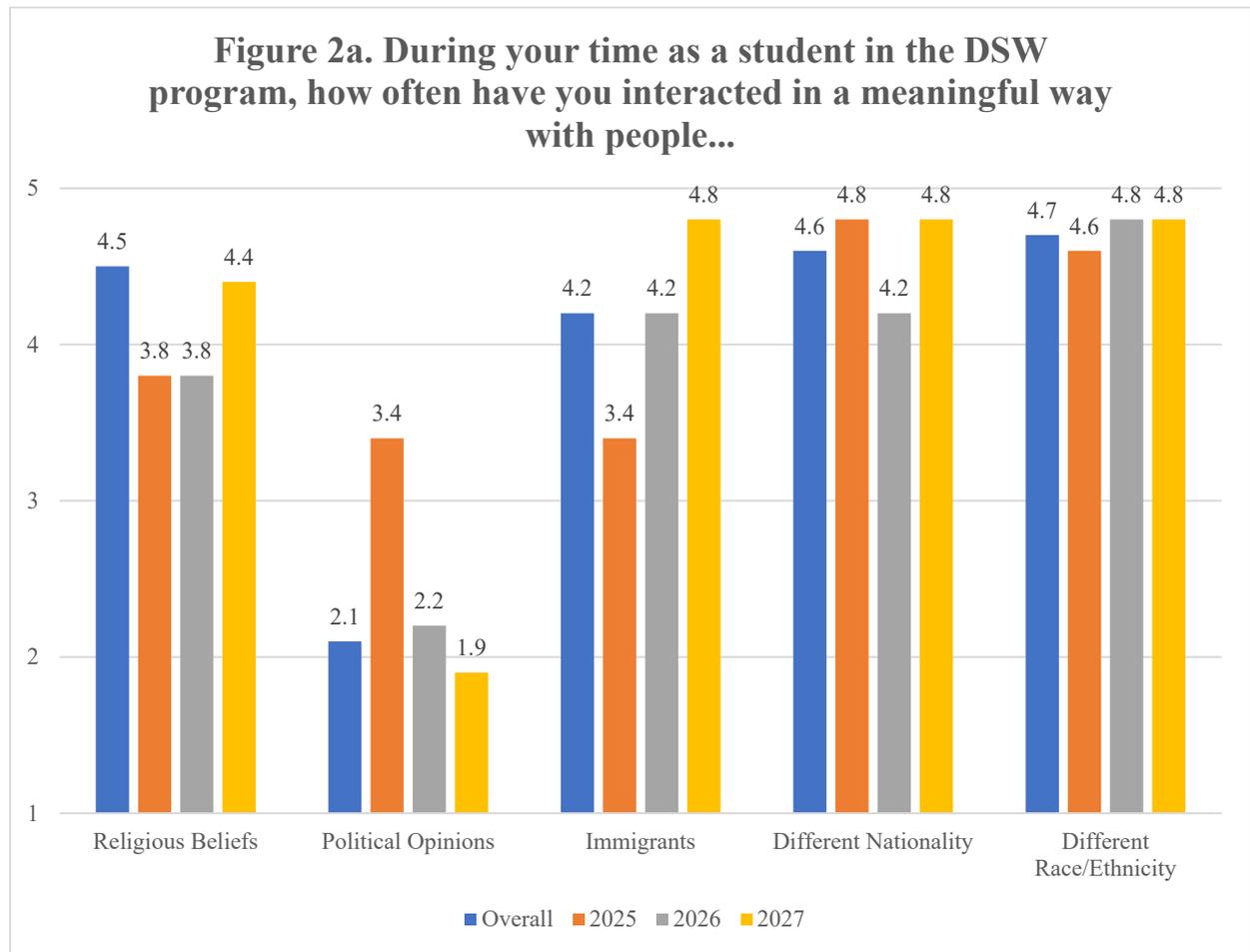


Figure 2a shows that overall, students in the DSW program reported frequent and meaningful interactions with individuals from diverse racial/ethnic backgrounds and nationalities, with all cohorts rating these experiences very highly. Engagement with immigrants was also strong, particularly among the most recent 2027 cohort. Interactions across religious beliefs were somewhat lower, though the 2027 group reported more frequent engagement than earlier cohorts. The least reported area of interaction was around political opinions, where all cohorts indicated limited meaningful exchanges. These findings suggest students consistently engage across race, ethnicity, nationality, and immigrant status, while political and, to a lesser extent, religious differences remain areas of lower engagement.

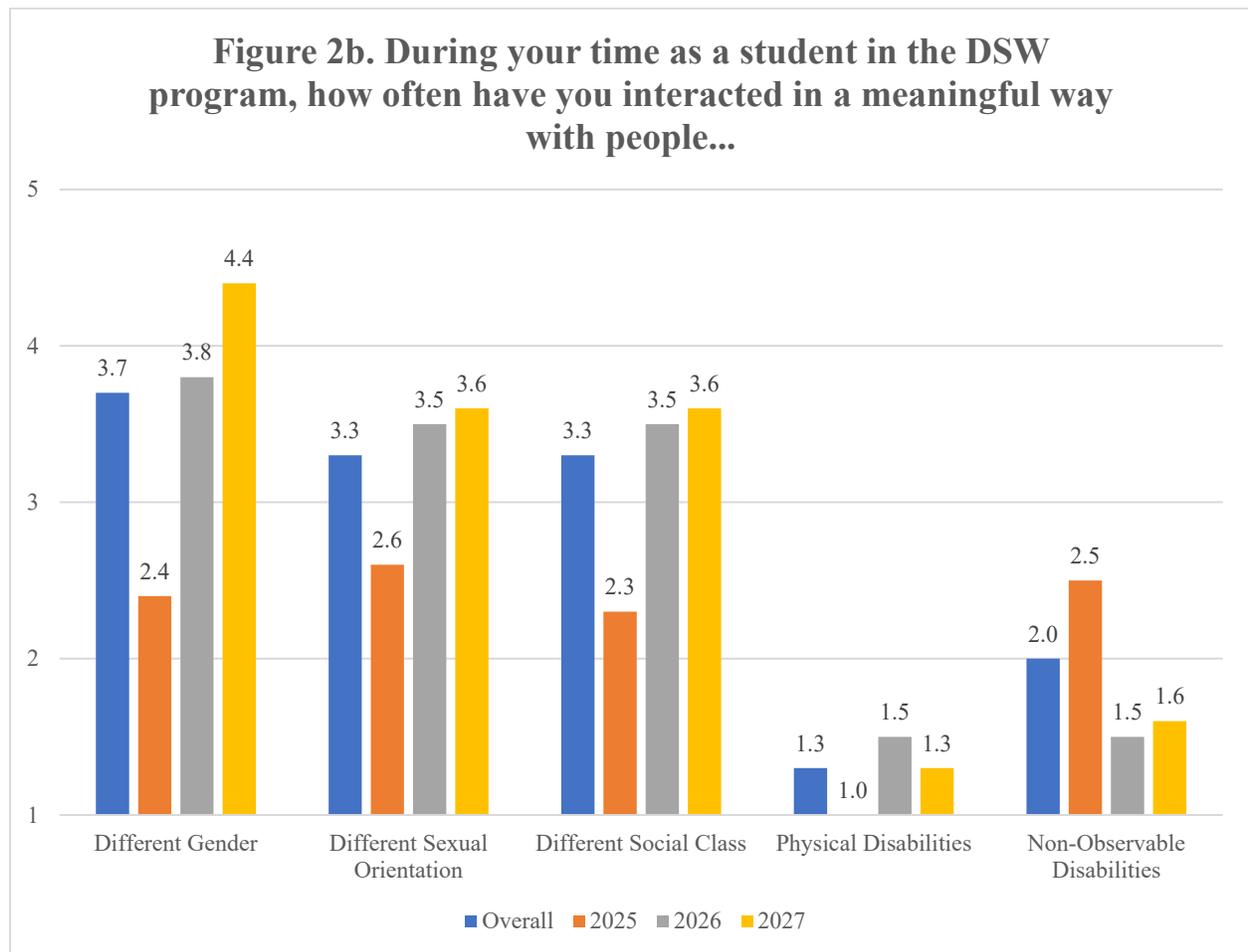
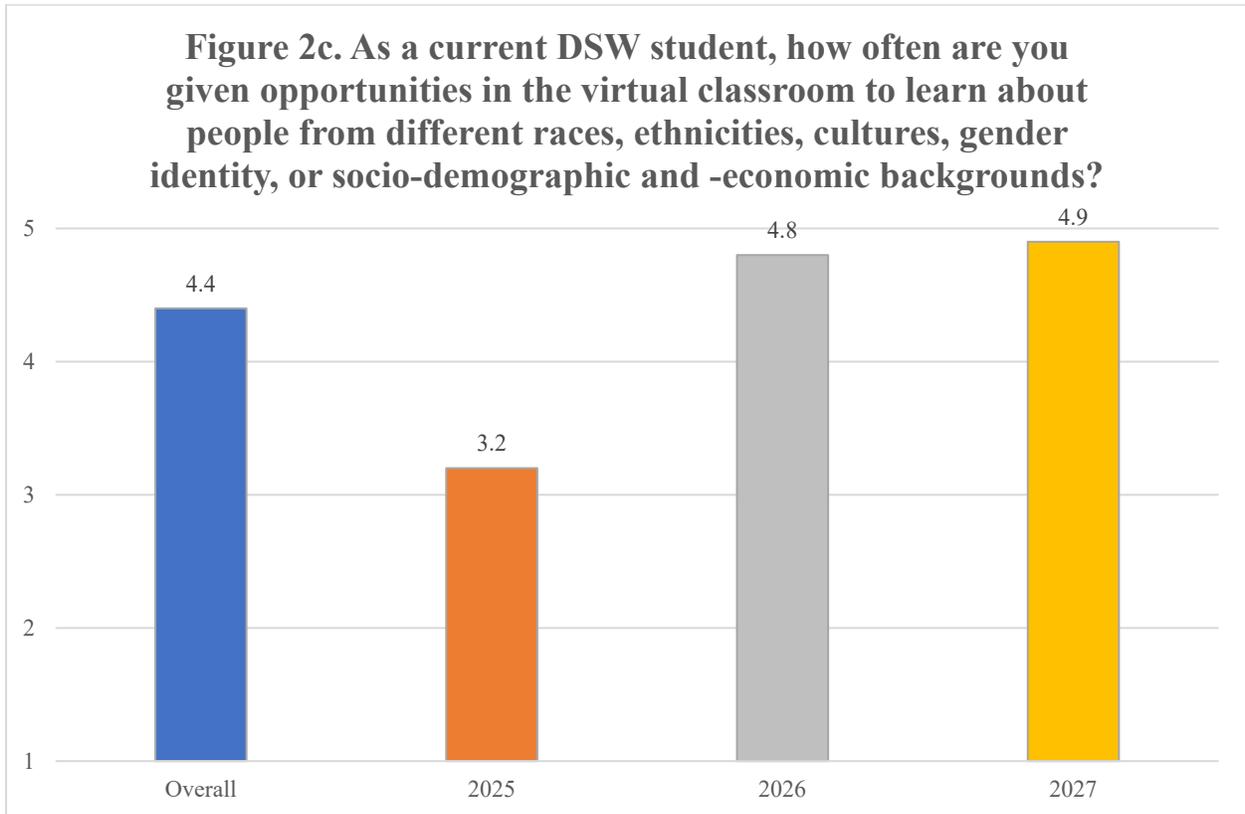


Figure 2b shows that students in the DSW program reported moderate engagement with people of different genders, sexual orientations, and social classes, with scores ranging from the mid-3s overall to as high as 4.4 among the 2027 cohort for gender. Interactions with people with physical or non-observable disabilities were much less frequent, with overall averages of 1.3 and 2.0 respectively. Cohort differences were notable: the 2027 group consistently reported higher levels of engagement across gender, sexual orientation, and social class, while the 2025 group reported the lowest levels across nearly all categories. These findings suggest that students

engage most meaningfully across gender, sexual orientation, and social class differences, while interactions with individuals with disabilities remain limited.



As shown in Figure 2c, DSW students, overall, reported frequent opportunities in the virtual classroom to learn about people from diverse races, ethnicities, cultures, gender identities, and socio-demographic backgrounds, with an average rating of 4.4. Cohort differences were notable: the 2025 group rated these opportunities much lower (3.2), while the 2026 (4.8) and 2027 (4.9) cohorts reported very high levels of exposure. These findings suggest that while earlier cohorts experienced fewer opportunities for this type of learning, more recent cohorts perceive the program as providing strong and consistent engagement with diversity-related content.

#### **Assessed Area 4: DSW Program’s Commitment to ADEI**

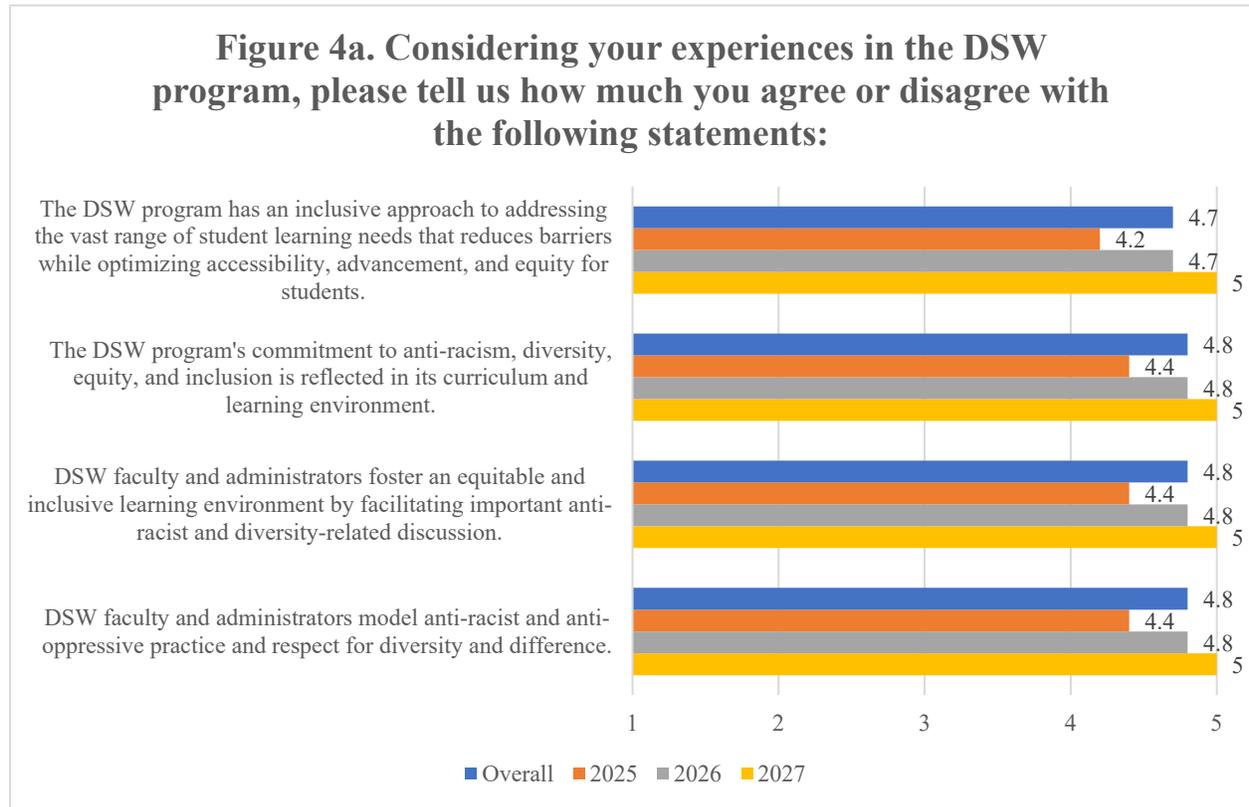


Figure 4a shows that overall, students expressed strong agreement that the DSW program fosters an inclusive, equitable, and anti-racist learning environment. Ratings across all items were very high, averaging between 4.7 and 4.8, with the 2026 and 2027 cohorts giving the most consistent support. Students particularly affirmed the program’s commitment to antiracism, diversity, equity, and inclusion, as well as faculty and administrators’ role in modeling anti-oppressive practice and facilitating important diversity-related discussions. While the 2025 cohort’s ratings were slightly lower (around 4.2–4.4), they still reflected high levels of agreement. These results highlight the program’s strong alignment between its stated values and students’ lived experiences, with more recent cohorts experiencing especially positive outcomes.

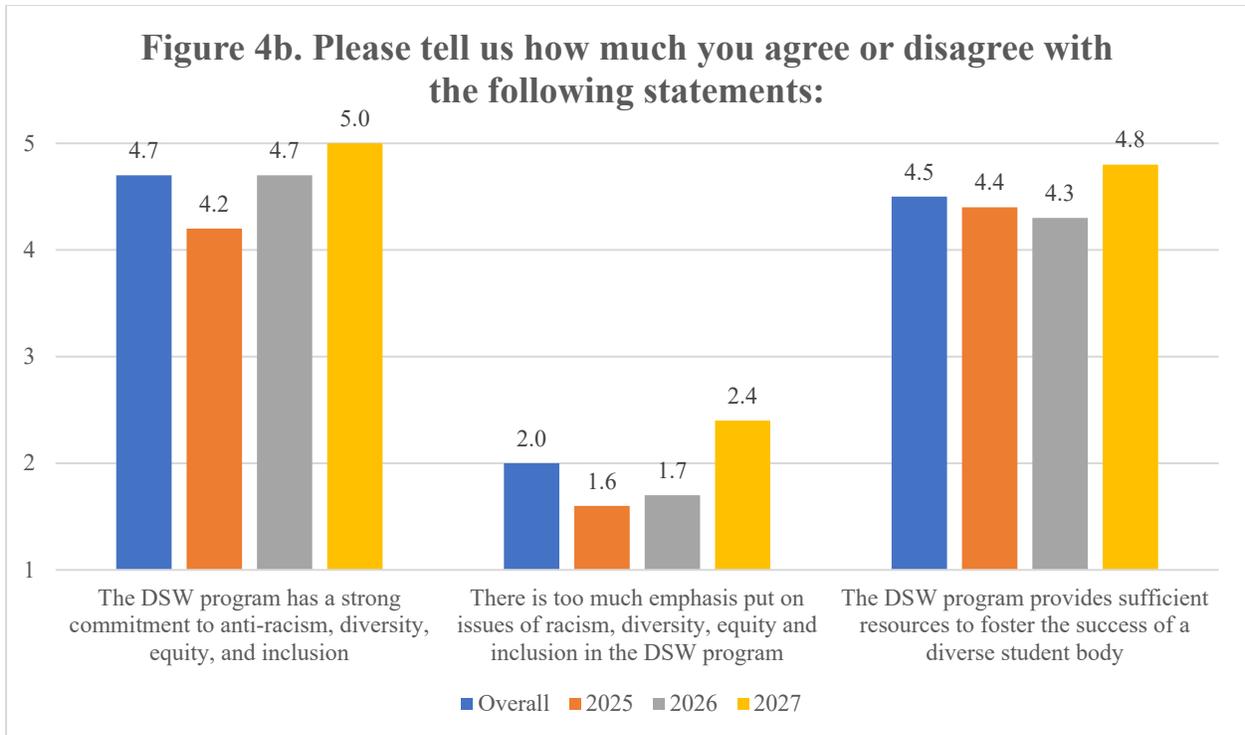
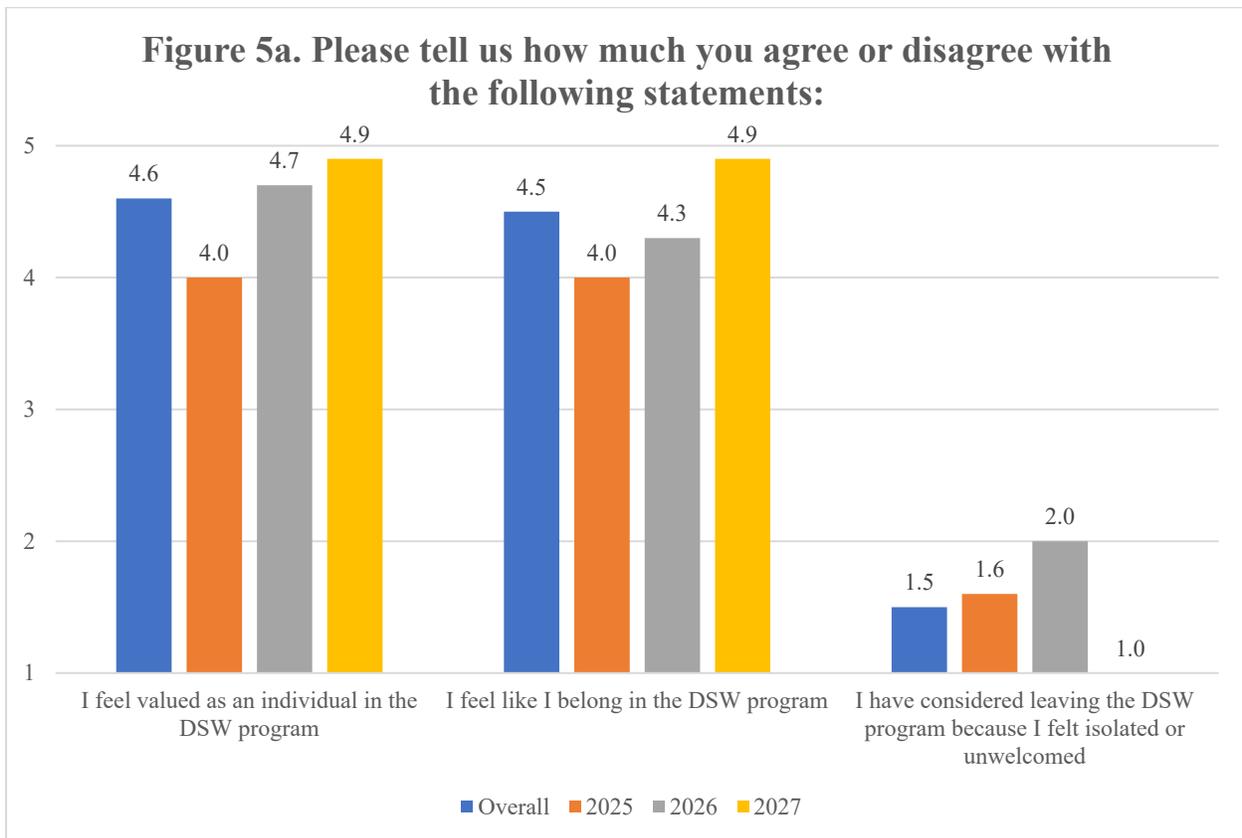


Figure 4b shows that overall, students strongly affirmed the DSW program’s commitment to antiracism, diversity, equity, and inclusion, with an average rating of 4.7. The 2027 cohort rated this especially high at 5.0, while the 2025 group gave a lower but still positive score of 4.2. Students generally disagreed that the program places too much emphasis on diversity and inclusion, with low overall ratings (2.0) across all cohorts, indicating broad support for the program’s focus in this area. Additionally, students agreed that the program provides sufficient resources to support a diverse student body (4.5 overall), with the highest endorsement again from the 2027 cohort (4.8). These findings highlight both strong student confidence in the program’s equity-related values and recognition of adequate institutional support for diversity. In addition, when asked whether they see individuals of diverse backgrounds in leadership and faculty roles in the DSW program, the overwhelming majority (n = 17) marked ‘yes’ for this question.

### **Assessed Area 5: Student Experience and Sense of Belonging**



As seen in Figure 5a students reported feeling valued (4.6 overall) and a strong sense of belonging (4.5) in the DSW program. The 2027 cohort gave the highest ratings in both areas (4.9 for value and belonging), while the 2026 cohort also responded positively (4.7 for value and 4.3 for belonging). The 2025 group rated both measures lower at 4.0, though still within the positive range. When asked if they had considered leaving the program due to feeling isolated or unwelcome, overall responses were very low (1.5), with the 2027 cohort rating this the lowest (1.0) and the 2026 cohort slightly higher at 2.0. These results indicate that most students feel supported, connected, and included in the program, with newer cohorts expressing particularly strong experiences of belonging.

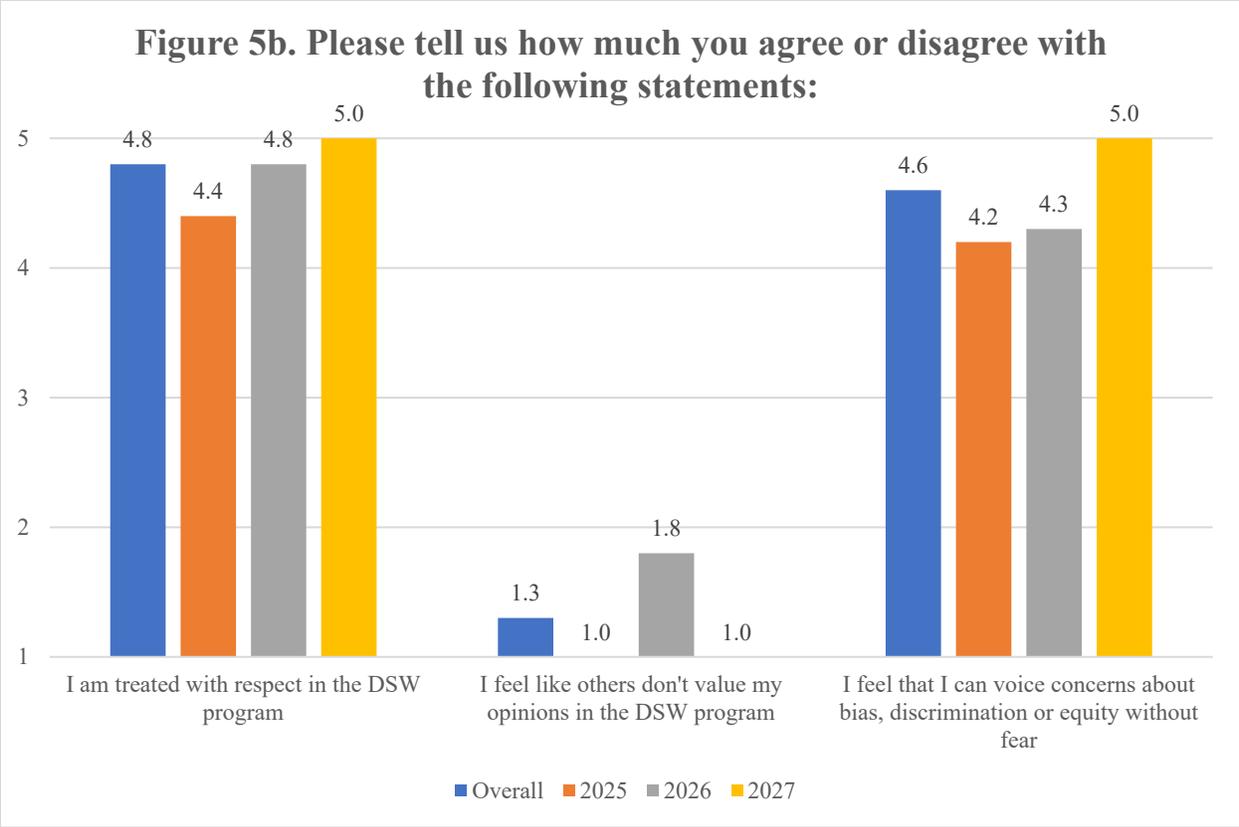


Figure 5b indicates that students overwhelmingly reported feeling respected in the DSW program, with an overall rating of 4.8 and the 2027 cohort giving the highest score (5.0). Similarly, students expressed confidence in being able to voice concerns about bias, discrimination, or equity without fear (4.6 overall), again led by the 2027 cohort at 5.0. Very few students felt that their opinions were undervalued, as shown by low overall scores (1.3), with most cohorts rating this at or near 1.0. While the 2025 group reported slightly lower ratings across respect (4.4) and voicing concerns (4.2), the trend shows that recent cohorts, particularly 2027, feel especially empowered, respected, and supported within the program.

## **Assessed Area 6: Open-Ended Feedback**

Lastly, students were asked to share any thoughts or suggestions they may have in terms of improving the DSW program's approach or commitment to ADEI. The open-ended responses reflected a range of suggestions for strengthening the DSW program's commitment to ADEI. Key themes are presented below, which reflect that students recognize and value the DSW program's ADEI commitment but see opportunities for improvement in diversifying faculty and leadership, expanding ADEI-related curriculum and training, better supporting multilingual and working students, and fostering stronger community and accountability.

### **Key Themes**

#### **1. Faculty and Representation**

- Many students emphasized the importance of diversifying faculty, particularly by adding more African American, male, Black, Asian, and AAPI professors.
- Respondents also stressed continuing to build a diverse leadership team.

#### **2. Curriculum and Training**

- Suggestions included offering 1–2-hour trainings on ADEI topics, expanding the social work history course to a full unit early in the program, and diversifying course materials to include a wider variety of cultural, national, and religious perspectives.
- Faculty training in areas such as cultural humility and white fragility was also recommended.

#### **3. Student Support and Inclusion**

- Respondents noted the need for greater gender balance among students and ongoing support for immigrant students, particularly given current political climates.
- One student highlighted the challenges faced by bilingual/multilingual learners and recommended providing syllabi earlier (at least two weeks before classes begin) to help all students plan and prepare effectively.

#### **4. Program Culture and Student Experience**

- Several respondents expressed the value of creating more spaces for dialogue on positionality and research perspectives.
- Virtual ADEI gatherings and inter-cohort meetups were suggested to strengthen community and reduce isolation.

<p><b>b. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard D5.0.2(a).</b></p>
---

### **Process to Formally Review ADEI Assessment Plan**

The DSW program engages in an ongoing and systematic review of its ADEI assessment plan to ensure alignment with the program's mission, institutional values, and CSWE's implicit curriculum standards. The assessment plan, including the ADEI Climate Survey, is reviewed annually by the Doctoral Committee during the end-of-year program retreat. The review focuses

on evaluating the survey's structure, the continued relevance of its content areas, and the effectiveness of its data collection and analysis methods in capturing the student experience.

Faculty, staff, and administrators participate in this formal review process, with input also solicited from student representatives through the annual Program Forum. During these discussions, the committee assesses whether the survey effectively measures student perceptions of belonging, inclusivity, and representation, and whether additional indicators are needed to reflect emerging ADEI priorities. When revisions are warranted (e.g., adding new survey items or adjusting the timing of administration) changes are implemented prior to the next survey cycle. This structured review process ensures that the ADEI assessment plan remains dynamic, data-driven, and responsive to both student feedback and evolving standards of inclusive social work education.

**c. The program describes the processes used to formally review its ADEI assessment outcomes.**

### **Process to Formally Review ADEI Assessment Outcomes**

The DSW program conducts an annual formal review of ADEI assessment outcomes to evaluate the program's effectiveness in fostering an inclusive and equitable learning environment. Following the administration of the ADEI Climate Survey each spring, results are compiled and analyzed by the faculty lead for the assessment, with oversight from the Program Director. Findings are presented to the Doctoral Committee for in-depth review and interpretation.

During this review, faculty examine cohort-level and aggregate data to identify patterns, areas of strength, and opportunities for improvement related to belonging, inclusivity, and representation within the implicit curriculum. The committee also compares findings to results from prior years to monitor progress and assess the impact of previously implemented initiatives. Discussion focuses on translating results into actionable strategies to enhance the student experience and reinforce the program's commitment to ADEI.

Feedback from the review is used to inform program goals, faculty development priorities, and future ADEI initiatives. Results are subsequently shared with students during the quarterly Program Forum, where they are invited to provide additional feedback and suggestions for improvement. This participatory process ensures that ADEI assessment outcomes are meaningfully integrated into the program's continuous quality improvement cycle, closing the loop between data collection, interpretation, and program enhancement.

**d. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard D5.0.2(b), with clear links to the data.**

### **Changes Made to ADEI Implicit Curriculum Efforts**

Although the 2025 ADEI Climate Survey findings were overwhelmingly positive, indicating strong student perceptions of belonging, respect, and inclusion, the DSW program remains

committed to continuous growth in fostering ADEI within the implicit curriculum. Guided by the assessment results and faculty reflection, the Doctoral Committee identified four areas for ongoing enhancement: (1) strengthening faculty diversity and representation, (2) expanding student connection and mentorship across cohorts, (3) increasing support for multilingual and working students, and (4) deepening faculty reflection and accountability around ADEI practices.

The program has already begun initiated this work for the 2025-2026 academic year through a September faculty training led by Dr. Imad Mays, titled “Navigating Emotionally Charged Classrooms: Balancing Empathy, Inclusion, and Academic Standards.” This session provided faculty with strategies for supporting students in regulating themselves amid social and political stressors, fostering open and critical dialogue across diverse perspectives, and maintaining inclusive, equity-minded classroom environments that balance compassion with academic rigor.

Building on this foundation, the program has developed a 2025–2026 implementation plan that includes the following actions:

### **1. Diversifying Perspectives and Representation:**

While no new full-time faculty positions are currently available, the program will intentionally expand diversity of perspectives by inviting guest speakers from a range of racial, cultural, and professional backgrounds. Confirmed speakers for 2025–2026 include:

- Andre Bossieux, Transitional Age Youth Program Manager – Community Organizing with Special Populations
- Maribel Gutierrez, Ethnic Services Manager – Equity and Community Engagement
- Johnathan and Kenisha Buffong - Community Organizers Working with Diverse Populations

### **2. Enhancing Student Belonging and Cross-Cohort Engagement:**

New inter-cohort activities and professional dialogue opportunities will be added to strengthen the sense of community and connection among students across program years. These include quarterly virtual meetups and student-led discussion forums centered on leadership, equity, and professional identity.

### **3. Supporting Multilingual and Working Students:**

Faculty will continue posting syllabi and reading lists at least two weeks prior to each term to improve accessibility and preparation for multilingual and working professionals. The program will also pilot a peer mentorship program to foster greater academic support, cross-cohort connection, and community building among students. This initiative will match first-year students with advanced cohort peers to promote professional development, enhance belonging, and strengthen the overall culture of collaboration within the DSW program.

#### **4. Sustaining Faculty Reflection and Accountability:**

ADEI reflection will remain a quarterly agenda item for the doctoral committee. Faculty will review progress on ADEI initiatives, review climate survey trends, and identify ongoing strategies to model inclusive leadership in teaching, advising, and mentorship.

Collectively, these initiatives reflect the program's sustained commitment to embedding ADEI principles throughout the implicit curriculum. The DSW program's plan for 2025–2026 ensures continued progress toward creating a learning environment that embodies inclusion, equity, and respect while upholding the academic and professional standards of advanced social work education.

#### **Rationale for Changes That Were Made**

The rationale for these changes is grounded in the results of the 2025 ADEI Climate Survey, which, while highly positive overall, identified several opportunities for continued enhancement within the implicit curriculum. Survey data showed that students reported strong levels of belonging (4.5 overall), respect (4.8), and confidence in the program's ADEI commitment (4.7), particularly among the most recent cohort (2027). However, open-ended feedback revealed areas where the program could further strengthen representation, engagement, and targeted student support.

##### **1. Faculty Diversity and Representation:**

Although students affirmed that faculty model ADEI principles and create inclusive learning environments, a few respondents expressed a desire for greater diversity within the instructional team and broader representation of underrepresented voices. This feedback directly informed the decision to expand the range of guest speakers and community experts participating in the 2025–2026 academic year. These speakers were selected to reflect diverse racial, cultural, and professional backgrounds and to provide students with direct engagement opportunities with leaders representing the communities social workers serve.

##### **2. Student Belonging and Cross-Cohort Engagement:**

While belonging scores were high, some earlier cohorts (e.g., 2025) rated opportunities for connection and engagement lower than newer cohorts. This trend informed the program's plan to add quarterly virtual meetups and student-led professional dialogues focused on leadership, equity, and professional identity. These initiatives aim to build a stronger sense of community across program years and enhance peer mentorship.

##### **3. Support for Multilingual and Working Students:**

A few students, particularly those balancing full-time work or speaking English as a second language, recommended earlier access to course materials to allow additional preparation time. In response, faculty agreed to continue posting syllabi and reading lists at least two weeks before

each term. Additionally, the new peer mentorship program will connect first-year students with advanced cohort peers to foster academic support, networking, and community.

#### **4. Faculty Reflection and Accountability:**

Faculty discussions of the survey data highlighted the importance of maintaining structured, ongoing reflection on ADEI practices. As a result, the Doctoral Committee designated ADEI reflection as a standing quarterly agenda item and integrated faculty training into the 2025–2026 plan. The September 2025 session, “Navigating Emotionally Charged Classrooms: Balancing Empathy, Inclusion, and Academic Standards” (led by Dr. Imad Mays), was developed directly in response to these discussions to strengthen faculty capacity for facilitating inclusive dialogue and supporting students amid social and political stressors.

Collectively, these actions are explicitly linked to the 2025 ADEI Climate Survey findings and represent a data-informed, continuous quality improvement process. The program’s approach ensures that even within a strong ADEI climate, efforts remain intentional, evidence-based, and aligned with the mission to cultivate inclusive leadership and social justice-oriented practice within advanced social work education.

#### **Impact of Changes to Improve the Program**

Although the 2025–2026 ADEI implementation plan is newly underway, early feedback and faculty reflection indicate a strong, positive trajectory. Faculty reported being inspired and reenergized by the September 2025 training with Dr. Imad Mays, “Navigating Emotionally Charged Classrooms: Balancing Empathy, Inclusion, and Academic Standards.” The session provided practical tools for fostering civil discourse, managing emotionally charged discussions, and supporting diverse learners while maintaining academic rigor. Faculty expressed renewed confidence in their ability to engage students in meaningful dialogue about challenging topics while modeling inclusive, equity-centered leadership.

The anticipated impact of the plan is multi-dimensional. First, faculty development and reflection are expected to enhance consistency in how inclusion and empathy are practiced across courses, contributing to a more cohesive and supportive implicit curriculum. Second, student engagement initiatives, including inter-cohort meetups and the new peer mentorship program, are expected to strengthen belonging, professional identity, and cross-cohort collaboration. These efforts are designed to ensure that every student, regardless of background or stage in the program, experiences a sense of connection and shared purpose.

Third, the expanded inclusion of diverse guest speakers will further enrich the implicit curriculum by exposing students to a wide range of professional perspectives, lived experiences, and leadership models rooted in equity and community engagement. These encounters are anticipated to deepen students’ understanding of how ADEI principles translate into practice in complex real-world settings. Finally, the structured faculty reflection process, now a standing Doctoral Committee agenda item, will ensure ongoing review of ADEI outcomes, continuous monitoring of progress, and timely adjustments based on future survey findings.

Together, these data-informed changes are anticipated to sustain and strengthen a learning environment that embodies belonging, equity, and inclusion. The DSW program expects that the cumulative effect of these initiatives will be evident in future ADEI Climate Survey results through continued high ratings of respect, inclusion, and belonging, coupled with greater representation and engagement across cohorts.

**e. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

## Program Outcomes

**Accreditation Standard D5.0.3:** The program monitors its program outcomes through retention rates and time to program completion. The annual collection period and benchmarks for retention rates and time to program completion are determined by the program.

**a. The program submits Form AS D5.0.3.**

### Form AS D5.0.3 | Program Outcomes Assessment

#### Retention Rates

##### Clinical Leadership Outcomes

Benchmark	Collection Period (09/21-06/24)	Collection Period (09/22-06/25)	Collection Period (09/23-06/26)
80% of students will complete the program within 3-years	100%	80%	In-progress

#### Time to Program Completion

##### Clinical Leadership Outcomes

Benchmark	Collection Period (09/21-06/24)	Collection Period (09/22-06/25)	Collection Period (09/23-06/26)

80% of students will complete the program within 3-years	85%	70%	In-progress
<b>b. The program provides the program-determined benchmark for its retention rates and time to program completion.</b>			

*Addressed in Form AS D5.0.3*

<b>c. The program provides the benchmark rationale for its retention rates and time to program completion.</b>
--

### **Retention Rates | Benchmark Rationale**

The program benchmark for retention and time to completion is 80%. This threshold reflects both the program’s small cohort size (8–10 students annually) and the professional profile of DSW learners, who are typically mid-career practitioners balancing academic, employment, and personal responsibilities. Given that the loss of a single student can alter cohort percentages by 10–12%, the 80% target provides a statistically stable measure of program quality and student persistence. This benchmark also aligns with national averages for advanced practice doctoral programs in social work and related behavioral health disciplines (70–85%). The program’s goal is to maintain or exceed this benchmark through proactive advising, mentorship, and student support initiatives.

### **Time to Program Completion | Benchmark Rationale**

The program benchmark for retention and time to completion is 80%. This threshold reflects both the program’s small cohort size (8–10 students annually) and the professional profile of DSW learners, who are typically mid-career practitioners balancing academic, employment, and personal responsibilities. Given that the loss of a single student can alter cohort percentages by 10–12%, the 80% target provides a statistically stable measure of program quality and student persistence. This benchmark also aligns with national averages for advanced practice doctoral programs in social work and related behavioral health disciplines (70–85%). The program’s goal is to maintain or exceed this benchmark through proactive advising, mentorship, and student support initiatives.

<b>d. The program explains how it calculates its retention rates and time to program completion.</b>
--

### **Retention Rates | Calculation**

Retention Rate = (Number of students from an entering cohort who are enrolled, on an approved Leave of Absence, or have graduated at the end of a given academic year ÷ Total number of students who began in that cohort) × 100.

### **Time to Program Completion | Calculation**

Time to Program Completion = (Number of students who completed the DSW within three years ÷ Total number of students who began in that cohort) × 100.

**e. The program provides a minimum of the three most recent years of retention rate and time to program completion data.**

*Addressed in Form AS D5.0.3*

**f. Data are reported for each program option and in aggregate, including all program options.**

*Addressed in Form AS D5.0.3*

**g. The program explains how these data are used for continuous program improvement and decision making for improving retention rates and time to program completion.**

### **Retention Rates | Process for Reviewing Data for Continuous Program Improvement and Decision Making to Improve**

Retention data are reviewed annually by the DSW Program Director, in collaboration with the DSW Doctoral Committee and the Department Chair, as part of the department's systematic outcomes assessment process. Data are obtained from official enrollment records maintained by the Department of Social Work and Social Ecology.

Each year, the program analyzes retention trends to identify patterns in student persistence, reasons for withdrawal or leave of absence, and the effectiveness of student support structures. The findings are discussed during annual program review meetings and shared with faculty and school leadership to guide continuous improvement planning.

As part of this year's review, the program examined the admissions process to ensure that prospective students fully understand the degree expectations and time commitment required for successful completion. A brief writing sample was added to the admissions process to better assess applicants' readiness for doctoral-level academic writing.

Although retention rates met the program benchmark, these changes were implemented proactively to strengthen student preparation and support continued high retention. The program will continue to monitor outcomes annually and refine support strategies as needed.

### **Time to Program Completion | Process for Reviewing Data for Continuous Program Improvement and Decision Making to Improve**

Time to program completion data are reviewed annually by the DSW Program Director and DSW Doctoral Committee to evaluate student progression and the effectiveness of the curriculum structure in supporting timely graduation. Data from multiple cohorts are compared to identify patterns and areas for improvement.

Based on this review, the program identified opportunities to enhance individualized support and project pacing. The project course sequence was restructured to function as a more directed study model, providing students with increased individualized time with their Applied DSW Project Chair and earlier initiation of the doctoral project process. These changes are designed to help students maintain consistent progress and reduce the need for extensions beyond the expected three-year timeframe.

While the completion rate fell slightly below the established benchmark, the program implemented targeted curricular and advising enhancements to promote timely completion. These adjustments reflect the program’s commitment to continuous improvement and to supporting student success through a structured and responsive curriculum.

## Student Feedback

**Accreditation Standard D5.0.4(a):** The program provides opportunities for current students and graduates to provide feedback on the student experience, including mentorship, leadership development, process of completing the academic product(s), and any additional program components selected by the practice doctorate program.

**a. The program explains its feedback plan for current students and graduates, identifying opportunities to provide feedback on the student experience, including:**

- i. mentorship;**
- ii. leadership development;**
- iii. process of completing the academic product(s); and**
- iv. any additional program components selected by the practice doctorate program.**

*Addressed in Table D5.0.4(a)*

**b. The program explains its data collection procedures, including how each feedback opportunity is implemented, when each feedback opportunity occurs, and by whom feedback is collected.**

**Table AS 5.0.4(a) |  
Current Student Feedback Plan & Procedures**

Program Component	Instrument	How Feedback Opportunity is Implemented	When Each Feedback Opportunity Occurs	By Whom Feedback is Collected
Mentorship	2025 DSW Ongoing Student Survey	Administered through	Following spring quarter	DSW Program Director

		Qualtrics using a combination of Likert-scale and open-ended questions to assess the quality and effectiveness of mentor-based experiences.	<b>for all students in year 2 of 3 and in year 3 of 3.</b>	
Leadership Development	<b>2025 DSW Ongoing Student Survey</b>	Administered through Qualtrics using a combination of Likert-scale and open-ended questions to assess the quality and effectiveness of leadership development-based experiences.	<b>Following spring quarter for all students in year 2 of 3 and in year 3 of 3.</b>	DSW Program Director
Process of Completing the Academic Product(s)	<b>2025 DSW Ongoing Student Survey</b>	Administered through Qualtrics using a combination of Likert-scale and open-ended questions to assess the quality and effectiveness of Applied DSW Project and Presentation experiences.	<b>Following spring quarter for all students in year 2 of 3 and in year 3 of 3.</b>	DSW Program Director
Program Impact	<b>2025 DSW Ongoing Student Survey</b>	Administered through	<b>Following spring quarter</b>	DSW Program Director

		Qualtrics using a combination of Likert-scale and open-ended questions to assess the program impact at this point in the program.	<b>for all students in year 2 of 3 and in year 3 of 3.</b>	
--	--	---	--	--

**Table AS 5.0.4(a) |  
Graduates Feedback Plan & Procedures**

<b>Program Component</b>	<b>Instrument</b>	<b>How Feedback Opportunity is Implemented</b>	<b>When Each Feedback Opportunity Occurs</b>	<b>By Whom Feedback is Collected</b>
Mentorship	<b>2025 DSW Graduate Survey</b>	Administered through Qualtrics using a combination of Likert-scale and open-ended questions to assess the quality and effectiveness of mentor-based experiences.	<b>September of each academic year</b>	DSW Program Director
Leadership Development	<b>2025 DSW Graduate Survey</b>	Administered through Qualtrics using a combination of Likert-scale and open-ended questions to assess the quality and effectiveness of leadership development-	<b>September of each academic year</b>	DSW Program Director

		based experiences.		
Process of Completing the Academic Product(s)	<b>2025 DSW Graduate Survey</b>	Administered through Qualtrics using a combination of Likert-scale and open-ended questions to assess the quality and effectiveness of Applied DSW Project and Presentation experiences.	<b>September of each academic year</b>	DSW Program Director
Professional Impact	<b>2025 DSW Graduate Survey</b>	Administered through Qualtrics using a combination of Likert-scale and open-ended questions to assess the professional impact of receiving their DSW.	<b>September of each academic year</b>	DSW Program Director

**c. The program provides copies of all instruments used to collect feedback.**

## 2025 DSW Ongoing Student Survey

Instructions: Thank you for taking time to share your reflections on your experience as a current student in the Doctor of Social Work program. Your feedback helps us strengthen mentorship, leadership development, the applied doctoral project process, and the overall DSW experience.

Please answer each question as honestly as possible. For scaled items, select the option that best represents your level of agreement. For open-ended questions, share specific examples or

reflections. There are no right or wrong answers - your perspective as a professional learner is valued.

Estimated completion time: 5–7 minutes. Your responses are confidential and will be reviewed in aggregate for program improvement.

Q1 What year did you begin the DSW program?

Fall 2024 (1)

Fall 2023 (2)

Q2 Gender

Male (1)

Female (2)

Non-binary / third gender (3)

Prefer not to say (4)

Q3 Race/Ethnicity

Hispanic (1)

Caucasian (2)

Black/African American (3)

Asian (4)

Other (5)

Q4 Mentorship Rate your level of agreement with the following statements:

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
My mentor provides consistent and meaningful academic guidance. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentorship has contributed to my professional growth and confidence. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor communicates effectively and provides timely feedback. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Leadership Development How has your coursework or experience in the DSW program influenced your approach to leadership so far?

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
The program is enhancing my ability to lead within social work and related systems. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coursework and applied learning experiences are strengthening my leadership competence. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty model effective and ethical leadership practices. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Applied DSW Project Process What aspects of the project preparation process have been most helpful so far?

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Expectations for the applied doctoral project have been clearly communicated. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coursework is effectively preparing me to complete my doctoral project. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty provide timely and constructive feedback on project milestones. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The project process is helping me build my scholarly and professional expertise. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q7 Program Impact** In what ways has the program influenced your current professional practice or leadership development?

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
The DSW program is helping me advance my professional goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coursework and experiences are strengthening my ability to create change in my organization or community. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel increasingly confident applying advanced leadership and practice skills gained through the DSW program. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 What suggestions do you have for improving the DSW student experience?

---

---

---

---

---

Q9 Is there anything else you would like to share about your experience in the program?

---

---

---

---

---

**End of Block: Default Question Block**

---

# 2025 DSW Graduate Survey

Thank you for taking time to share your reflections on your experiences in the Doctor of Social Work program. Your feedback is essential in helping us strengthen mentorship, leadership development, the applied doctoral project process, and the overall DSW experience.

Instructions: Please respond to each question as honestly and thoughtfully as possible. For scaled items, select the option that best represents your level of agreement. For open-ended questions, provide specific examples or reflections that illustrate your experience. There are no right or wrong answers - your perspective as a professional learner is valued and respected. Your responses are confidential and will be reviewed only in aggregate form for program improvement.

Estimated completion time: 5–7 minutes. Thank you!

Q1 What year did you graduate from the program?

- Spring 2026 (1)
- Spring 2025 (2)
- Spring 2024 (3)
- Other (4) \_\_\_\_\_

Q2 Gender

- Male (1)
- Female (2)
- Non-binary / third gender (3)
- Prefer not to say (4)

Q3 Race

- Hispanic (1)
- Caucasian (2)
- Black/AA (3)
- Asian (4)
- Other (5)

Q4 Mentorship

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
My mentor provided meaningful and consistent support throughout the program. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentorship helped me grow professionally and academically. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor communicated effectively and provided timely feedback. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Please describe one way mentorship strengthened your DSW experience.

---



---



---



---



---

Q6 Leadership Development

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
The program enhanced my ability to lead within social work and related systems. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coursework and applied learning experiences strengthened my leadership competence. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty modeled effective and ethical leadership practices. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 How has the program influenced your approach to leadership in practice?

---



---



---



---



---

Q8 Process of Completing the Academic Product

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Expectations for the applied project were clearly communicated. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coursework effectively prepared me to complete my project. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty provided timely and constructive feedback during the process. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process contributed to my professional expertise and scholarly growth. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 What aspects of the academic product process were most helpful to your success?

---



---



---



---



---

Q10 Professional Impact

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
My DSW degree has helped me advance my professional goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My degree strengthened my ability to create change within my organization or community. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident applying advanced leadership and practice skills gained through the DSW program. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Please describe how you have used—or plan to use—your DSW degree to support your professional goals.

---

---

---

---

---

**End of Block: Default Question Block**

---

**d. The program addresses all program options.**

**Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

**Accreditation Standard D5.0.4(b):** The program has a process to formally review its current student and graduate feedback. The program makes specific changes to the student experience based on its feedback, with clear links to findings.

**a. The program presents its feedback findings from the most recent year.**

**Student & Graduate Feedback Data Collection Period**

07/25 – 9/25

**Student & Graduate Feedback Findings**

**Student Findings for Mentorship:**

All seventeen second- and third-year DSW students surveyed participated in the 2025 Ongoing Student Survey, yielding a 100% response rate. Results indicate that students hold highly positive perceptions of the mentorship they receive within the program. On a 5-point Likert scale, students reported strong agreement that their mentors provide consistent and meaningful academic guidance (M = 4.29), that mentorship has contributed to their professional growth and confidence (M = 4.24), and that mentors communicate effectively and provide timely feedback

(M = 4.53). The low standard deviations across items (ranging from 0.85 to 1.06) reflect consistent experiences and a high level of satisfaction across the cohort.

Qualitative responses reinforced these findings, with students frequently describing their chairs and faculty mentors as “*phenomenal*,” “*supportive*,” and “*very available for consultation*.” One student emphasized that “*the support from the faculty and staff is the reason for my success thus far*,” and another noted the value of being “*matched with Chairs who are familiar with the area of study*.” These comments affirm the program’s success in fostering individualized mentorship and relational support. Overall, the findings demonstrate that the mentorship model effectively supports doctoral students’ academic success, professional development, and engagement with faculty while aligning with Loma Linda University’s mission of whole-person care, integrity, and service in developing compassionate and skilled social work leaders.

### **Graduate Feedback Findings for Mentorship:**

Eighteen of twenty DSW graduates (90% response rate) completed the 2025 Graduate Feedback Survey. Results demonstrate that graduates continue to view mentorship as a cornerstone of the DSW experience. On a 5-point Likert scale, graduates agreed that their mentors provided consistent and meaningful academic support (M = 4.20), that mentorship contributed to their professional and academic growth (M = 4.33), and that mentors communicated effectively and provided timely feedback (M = 4.33).

Qualitative responses strongly supported these quantitative findings. Graduates frequently described their chairs and mentors as “*exceptionally knowledgeable*,” “*patient and supportive*,” and “*integral to completing the doctoral project*.” One graduate noted, “*My chair helped me stay focused on my purpose and grounded my project in real community needs*,” while another emphasized that “*the feedback and encouragement I received strengthened my confidence as a scholar and practitioner*.”

Overall, findings affirm that the DSW mentorship model successfully provides individualized academic guidance, promotes professional growth, and reflects Loma Linda University’s mission of whole-person care and compassionate service. Graduates consistently identified mentorship as one of the program’s greatest strengths.

### **Student Feedback Findings for Leadership Development:**

All seventeen second- and third-year DSW students participated in the 2025 Ongoing Student Survey, yielding a 100% response rate. Students expressed strong agreement that the program is effectively enhancing their leadership capacity. On a 5-point Likert scale, students agreed that the program is enhancing their ability to lead within social work and related systems (M = 4.71, SD = 0.75), that coursework and applied learning experiences are strengthening their leadership competence (M = 4.82, SD = 0.38), and that faculty model effective and ethical leadership practices (M = 4.76, SD = 0.42).

Qualitative responses further affirmed these strengths. Students described the program as “*transformative*” and “*deeply impactful*,” noting that the coursework and faculty mentorship are “*assisting in applying classroom learning to real-world professional experiences*.” Several

comments emphasized growth “*as a leader, clinician, and person*” and the ability to “*address systemic inequities and influence policy initiatives.*” These reflections demonstrate that the DSW curriculum is cultivating advanced leadership skills rooted in ethical, evidence-informed, and socially responsive practice—an outcome that reflects the program’s mission and the University’s commitment to preparing graduates for compassionate and transformative leadership.

### **Graduate Feedback Findings for Leadership Development:**

Eighteen of twenty graduates (90% response rate) responded to the 2025 Graduate Feedback Survey, indicating strong agreement that the DSW program enhanced their leadership skills and professional readiness. On a 5-point Likert scale, respondents agreed that the program enhanced their ability to lead within social work and related systems ( $M = 3.93$ ), that coursework and applied learning experiences strengthened leadership competence ( $M = 4.20$ ), and that faculty modeled effective and ethical leadership practices ( $M = 4.47$ ).

Graduates emphasized that the program expanded their understanding of leadership as both a clinical and systemic practice. Comments described developing the confidence to “lead with clarity, accountability, and compassion” and “think like a clinical leader rather than just a provider.” Others noted that the curriculum strengthened their ability to translate research into organizational and policy improvements, particularly in promoting equity and culturally responsive practice.

These findings confirm that the DSW curriculum effectively develops ethical, evidence-informed leaders prepared to guide organizational and community change. Graduates’ reflections demonstrate alignment with the University’s mission of preparing professionals who lead with integrity, social responsibility, and compassion.

### **Student Feedback Findings for the Process of Completing the Academic Product(s):**

All seventeen second- and third-year DSW students participated in the 2025 Ongoing Student Survey, yielding a 100% response rate. Students provided highly favorable feedback regarding the clarity, structure, and faculty support associated with the Applied DSW Project process. On a 5-point Likert scale, respondents strongly agreed that expectations for the applied doctoral project have been clearly communicated ( $M = 4.41$ ,  $SD = 0.77$ ), that coursework is effectively preparing them to complete their project ( $M = 4.65$ ,  $SD = 0.59$ ), that faculty provide timely and constructive feedback on project milestones ( $M = 4.71$ ,  $SD = 0.57$ ), and that the project process is helping them build their scholarly and professional expertise ( $M = 4.94$ ,  $SD = 0.24$ ).

Qualitative responses highlight overall satisfaction but also point to opportunities for refinement. Several students requested “*better organization and understanding of capstone expectations*” and “*earlier discussion of the doctoral project so coursework reflects the chosen topic.*” Others suggested that “*on-site residencies*” or “*in-person project support*” could strengthen connection and competitiveness with peer institutions. These comments suggest the importance of maintaining clear project milestones, ongoing chair guidance, and community-building opportunities throughout the doctoral project process. Collectively, the findings affirm that the

applied project sequence effectively develops scholarly and leadership competencies consistent with Loma Linda University's mission while providing insight for continuous improvement.

### **Graduate Feedback Findings for the Process of Completing the Academic Product(s):**

Eighteen of twenty graduates (90% response rate) provided feedback on the academic product process, revealing overall satisfaction with the clarity, structure, and faculty support provided throughout the Applied DSW Project sequence. On a 5-point Likert scale, respondents agreed that expectations for the applied project were clearly communicated ( $M = 3.47$ ), that coursework effectively prepared them to complete the project ( $M = 3.67$ ), that faculty provided timely and constructive feedback ( $M = 4.13$ ), and that the process contributed to their professional and scholarly growth ( $M = 4.27$ ).

Graduates highlighted structured guidance, clear rubrics, and regular chair meetings as key contributors to their success. One participant wrote, *"The step-by-step milestones and consistent feedback from my chair kept me focused and made the process manageable,"* while another noted that *"the project sequence helped me integrate theory, research, and practice in a way that has lasting professional relevance."* A few respondents recommended continued emphasis on early topic development and clear expectations at the proposal stage.

Overall, the data confirm that the applied doctoral project effectively supports scholarly development, professional expertise, and leadership competence. Graduates' feedback underscores the program's success in integrating research and practice consistent with Loma Linda University's commitment to excellence, integrity, and whole-person care.

### **OPTIONAL: Student Feedback Findings for Program Impact**

All seventeen second- and third-year DSW students participated in the 2025 Ongoing Student Survey, yielding a 100% response rate. Students reported a strong sense of professional and personal growth resulting from their participation in the program. On a 5-point Likert scale, they strongly agreed that the DSW program is helping them advance their professional goals ( $M = 4.65$ ,  $SD = 0.48$ ), that coursework and experiences are strengthening their ability to create change in their organizations or communities ( $M = 4.53$ ,  $SD = 0.70$ ), and that they feel increasingly confident applying advanced leadership and practice skills gained through the program ( $M = 4.65$ ,  $SD = 0.59$ ).

Open-ended feedback aligns closely with these results, with students describing the program as *"empowering and deeply impactful."* One participant wrote that *"the advanced leadership and research skills I am gaining will empower me to influence policy, drive systemic change, and advocate for social justice across historically marginalized communities."* Others expressed appreciation for *"the supportive and encouraging faculty"* and *"the program's emphasis on integrating evidence-based practice with innovation."* These findings affirm that the DSW curriculum is achieving its goal of preparing graduates to advance leadership, innovation, and social justice consistent with the University's values of whole-person care and global service.

## **OPTIONAL: Graduate Feedback Findings for Professional Impact**

Eighteen of twenty graduates (90% response rate) provided feedback on the professional impact of the DSW program, reflecting mixed but overall positive perceptions regarding the application of their doctoral training. On a 5-point Likert scale, respondents agreed that the DSW degree has helped them advance their professional goals ( $M = 3.07$ ), that it strengthened their ability to create change within their organizations or communities ( $M = 3.36$ ), and that they feel confident applying advanced leadership and practice skills gained through the program ( $M = 3.67$ ).

Qualitative feedback revealed that many graduates are actively using their DSW degree to expand their leadership roles, develop clinical programs, engage in teaching, and contribute to community-based initiatives. Graduates described using their training to *“lead program development,” “incorporate data-driven approaches,”* and *“apply research to improve outcomes for underserved populations.”* Several noted aspirations to pursue teaching or consultation roles, while others indicated that professional advancement may occur gradually as they balance career and financial considerations. One respondent wrote, *“I am already applying my degree to develop new clinical workflows and supervision models,”* while another shared, *“The degree gave me the credibility and structure to launch community projects and pursue publication.”*

Overall, findings demonstrate that graduates are leveraging their DSW education to enhance practice, leadership, and scholarship within their respective professional settings. Graduates expressed confidence in their ability to apply advanced clinical and leadership skills, even when structural or organizational barriers limit immediate advancement. These outcomes affirm that the DSW curriculum is effectively preparing professionals to lead ethically, promote innovation, and contribute to social and organizational change consistent with Loma Linda University’s mission of service, justice, and whole-person care.

**b. The program describes the processes used to formally review its feedback plan as presented in Accreditation Standard D5.0.4(a).**

### **Process to Formally Review Student and Graduate Feedback Plan**

The DSW program maintains a structured and ongoing process to review and refine its Student and Graduate Feedback Plan as part of continuous quality improvement. This plan outlines how student and alumni input is systematically collected through multiple instruments, including annual student surveys, graduate exit surveys, course evaluations, meeting participation, and program forums.

The DSW Doctoral Committee and DSW Program Director formally review the feedback plan annually during the end-of-year Program Review and as needed, during quarterly meetings. This review assesses whether existing feedback mechanisms remain relevant, comprehensive, and aligned with program learning outcomes, the institutional mission, and CSWE standards. Revisions to survey content, timing, and administration procedures are made collaboratively to ensure that feedback tools capture evolving program priorities such as mentorship effectiveness, leadership development, applied project guidance, and post-graduation outcomes.

Through this ongoing process, the DSW program ensures that its feedback plan remains a living framework that is responsive to program growth, student needs, and accreditation expectations while reinforcing a culture of evidence-informed decision-making and mission-focused evaluation.

**c. The program describes the processes used to formally review its feedback findings.**

### **Process to Formally Review Student and Feedback Findings**

The DSW program also conducts a formal, data-driven review of Student and Graduate Feedback Findings each academic year to assess program effectiveness and guide improvements. After data are collected from all feedback sources, the DSW Program Director compiles and analyzes quantitative and qualitative results for presentation to the DSW Doctoral Committee.

Findings are formally reviewed during quarterly committee meetings and again during the annual Program Review meeting. During these sessions, faculty analyze trends across cohorts to identify strengths, areas for refinement, and action steps. These findings are used to inform curriculum revisions, mentoring structures, student support strategies, and faculty development.

Graduate feedback findings are reviewed in conjunction with ongoing student data to ensure continuity from student experience to post-graduation outcomes. Summaries of key findings and resulting program changes are shared with students and alumni through Program Forums and communications to demonstrate transparency and “closing the loop.” This structured process ensures that feedback findings directly inform decision-making, resource allocation, and continuous program improvement in alignment with the University’s mission of whole-person care and service.

**d. The program describes specific changes made to the student experience based on its most recent feedback, presented in Accreditation Standard D5.0.4(a), with clear links to the findings.**

### **Changes Made to the Student Experience**

Based on the 2025 Student and Graduate Feedback Surveys along with data from course evaluations, and program forum discussions, the DSW program implemented several targeted improvements to strengthen the student experience and enhance alignment with doctoral-level outcomes. Specifically, the program:

1. Moved the Applied DSW Project earlier (from Summer of Year Two to Spring of Year One) to allow additional time for topic development, data collection, and sustained faculty mentorship.
2. Redesigned SWCL 602: Data Analysis & Applied Statistics to enable students to use and analyze their own project data, strengthening the integration of quantitative and qualitative methods.

3. Implemented a pre-orientation program to enhance preparedness for doctoral-level writing, research expectations, and time management.
4. Strengthened connections with community agencies and professional networks to help graduates apply their doctoral training in leadership and program development roles and to promote broader understanding of the DSW degree.
5. Enhanced mentorship alignment by introducing structured faculty consultation and chair calibration to ensure consistency in feedback, accessibility, and support across cohorts.
6. Began exploring the feasibility of short residency-based connection to enhance peer engagement and applied project collaboration, with implementation planned for the 2027–2028 cohort.

### **Rationale for the Changes That Were Made**

Each programmatic change was directly informed by quantitative and qualitative data from the 2025 Ongoing Student Survey (N = 17; 100% response rate) and Graduate Feedback Survey (N = 18 of 20; 90% response rate). These changes were also supported by other student feedback mechanisms as noted.

#### **1. Earlier Applied DSW Project Start**

- *Data Source:* Student qualitative feedback requested “*earlier discussion of the doctoral project so coursework reflects the chosen topic,*” while graduates emphasized the need for “*earlier topic development*” and clearer expectations.
- *Supporting Data:* Graduate means for project clarity and preparation - M = 3.47 (expectations clearly communicated) and M = 3.67 (coursework effectively prepared me) - were notably lower than other domains, signaling a need for structural change.
- *Action:* The Applied DSW Project sequence was moved from *Summer of Year Two* to *Spring of Year One* to provide additional time for topic development, research design, and sustained faculty mentorship.

#### **2. Redesign of SWCL 602: Data Analysis & Applied Statistics**

- *Data Source:* Graduate feedback indicated that coursework timing did not fully support project completion and application of research methods.
- *Supporting Data:* Graduate mean of M = 3.67 for “coursework effectively prepared me to complete my project,” along with comments calling for “better alignment between courses and the project process.”
- *Action:* SWCL 602 was redesigned to include applied quantitative and qualitative data analysis using students’ own project data, thereby strengthening integration of research and practice.

#### **3. Pre-Orientation Program for Incoming Students**

- *Data Source:* Student feedback highlighted a need for improved preparedness and understanding of doctoral-level expectations, with several comments referencing “*better organization and understanding of capstone expectations.*”
  - *Supporting Data:* Student qualitative findings, combined with observed early writing and formatting challenges in the 2024 cohort, informed this change.
  - *Action:* A pre-orientation program was implemented to provide early exposure to academic writing, research expectations, and time management strategies for doctoral study.
- 4. Strengthened Connections with Community Agencies and Professional Networks**
- *Data Source:* Graduate feedback identified barriers to professional advancement despite strong academic outcomes, with comments such as “*There is no room in my organization to advance with a DSW*” and “*I am rethinking how to use my degree in leadership.*”
  - *Supporting Data:* Graduate mean of  $M = 3.07$  for “*My DSW degree has helped me advance my professional goals*” and  $M = 3.36$  for “*My degree strengthened my ability to create change within my organization*” indicated limited professional advancement opportunities and external recognition of the degree.
  - *Action:* The program strengthened connections with community agencies and professional networks to help graduates apply their doctoral training in leadership and program development roles and to promote broader understanding of the DSW degree among behavioral health and social service organizations.
- 5. Enhanced Mentorship Alignment through Faculty Consultation and Chair Calibration**
- *Data Source:* While mentorship satisfaction was consistently high among both groups (Graduate  $M = 4.33$ ; Student  $M = 4.29$ – $4.53$ ), qualitative feedback revealed some variability in mentoring experiences. One graduate wrote, “*Only after my project chair changed, I received excellent support,*” indicating inconsistencies in feedback quality and availability across faculty mentors.
  - *Supporting Data:* Low standard deviations across mentorship measures (ranging from 0.70 to 1.06) reflect overall positive experiences but also suggest differences in consistency among individual faculty.
  - *Action:* The program enhanced mentorship alignment by introducing structured faculty consultation and chair calibration processes to ensure shared expectations for communication, feedback timeliness, and accessibility. Regular faculty development meetings now include discussions on mentoring practices, workload balance, and strategies for maintaining consistency across cohorts.
- 6. Exploration of a Residency-Based Connection**
- *Data Source:* Several students and graduates requested “*on-site residencies*” or “*in-person project support*” to enhance engagement and collaboration.
  - *Supporting Data:* Student qualitative themes on strengthening “*connection and competitiveness with peer institutions.*”

- *Action:* The program will explore the feasibility of a short residency-based connection for the 2027–2028 cohort to promote community building, networking, and applied project collaboration.

## Impact of Changes to Improve the Program

Each programmatic change was implemented in direct response to data from the 2025 Ongoing Student Survey (N = 17; 100% response rate) and Graduate Feedback Survey (N = 18 of 20; 90% response rate), as well as course evaluations and program forum input. While several improvements are newly implemented, early data indicate positive trends. The anticipated and emerging impacts of each change are described below.

### 1. Earlier Applied DSW Project Start

- *Status and Impact:* Students beginning the program in Fall 2025 are the first cohort to start the Applied DSW Project in Spring of Year One. This structural adjustment is designed to provide more time for topic refinement, IRB preparation, and faculty guidance throughout the doctoral sequence.
- *Anticipated Impact:* Faculty anticipate improved pacing toward project completion, stronger integration between coursework and research, and reduced student stress near graduation. Progress will be tracked through project milestone data and mid-program feedback in 2026.

### 2. Redesign of SWCL 602: Data Analysis & Applied Statistics

- *Status and Impact:* Students are currently enrolled in the redesigned SWCL 602 course, which now incorporates the use of their own project data for applied quantitative and qualitative analysis. Initial student feedback has been overwhelmingly positive, noting that the course is “*directly applicable to my project*” and “*helped me understand how to connect my data to practice.*”
- *Anticipated Impact:* Continued implementation is expected to enhance students’ research confidence, increase methodological rigor in final projects, and further integrate evidence-informed practice skills.

### 3. Pre-Orientation Program for Incoming Students

- *Status and Impact:* The August 2025 pre-orientation program was successfully completed by all new students. Participants reported that the session was “*very helpful*” in clarifying expectations for doctoral writing, time management, and workload.
- *Anticipated Impact:* Faculty anticipate stronger academic readiness in the first term, smoother adjustment to doctoral-level rigor, and a decrease in early academic performance concerns. The program plans to gather comparative writing and retention data at the end of the 2025–2026 academic year.

### 4. Strengthened Connections with Community Agencies and Professional Networks

- *Status and Impact:* The Program Director met with Kaiser leadership to discuss increased mentorship opportunities for DSW graduates transitioning into leadership roles and to raise awareness of the degree within the organization, as

many alumni are employed there. Additionally, discussions with two local county Departments of Mental Health opened new channels for collaboration on clinical leadership development.

- *Anticipated Impact:* These efforts are expected to expand recognition of the DSW degree, support graduate advancement into leadership and training positions, and enhance the program's reputation as a pipeline for clinically grounded leadership within behavioral health systems.

## **5. Enhanced Mentorship Alignment through Faculty Consultation and Chair Calibration**

- *Status and Impact:* Faculty consultations and chair calibration sessions continue to promote consistency across mentoring relationships. Mentorship remains an area of strength, with stable satisfaction scores (Student M = 4.29–4.53; Graduate M = 4.33) and no reported declines in availability or responsiveness.
- *Anticipated Impact:* Ongoing calibration is expected to maintain high levels of satisfaction while ensuring equitable guidance and timely feedback for future cohorts.

## **6. Exploration of a Residency-Based Connection**

- *Status and Impact:* Planning is underway to assess the feasibility of a short residency-based experience for the 2027–2028 cohort. This initiative remains in the discussion phase but is gaining interest from both students and faculty.
- *Anticipated Impact:* The residency model is expected to strengthen peer connection, reduce isolation among online learners, and enhance scholarly collaboration and applied project engagement.

<b>e. The program addresses all program options.</b>
--

### **Check One:**

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways: