

# SOCIAL WORK HANDBOOK

## 2016-2017:

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[www.malone.edu/socialwork](http://www.malone.edu/socialwork)

**MALONE UNIVERSITY SOCIAL WORK PROGRAM**

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## **PURPOSE OF THIS HANDBOOK**

This handbook describes the purposes, policies and procedures of the social work program at Malone University. Malone University is proud to have a social work program that has been accredited by the Council on Social Work Education since 1984. An introduction to social work values and fields of practice is described in this handbook, as well as courses required to receive a bachelor's degree in social work. This handbook also includes both the procedure for acceptance into the major and the requirements for a student to remain in good standing within the program.

READ IT CAREFULLY !!! This handbook offers majors and those considering social work as a career, a picture of this demanding profession. Students are encouraged to critically evaluate the fit between their personal values, abilities and interests, and this profession. Feel free to explore your questions with social work faculty. Faculty names and contact numbers are listed under faculty information in this handbook.

## **HISTORY OF SOCIAL WORK**

Social Work, as a profession, is over 155 years old. Although in every culture there have always been efforts to help vulnerable people, social work in America traces its origins to the American Social Science Association, founded in 1865, and the Conference on Charities, founded in 1879. In this country, Social Work traditionally had two approaches in its work—helping people improve their abilities to function in a changing culture, and working for improvement of the country's social, political and economic policies and laws which impact people's lives.

Mary Richmond's, *Social Diagnosis*, published in 1917 was instrumental in moving Social Work along its path of *professionalization*. The Charity Organization Societies and those working within the Friendly Visitor Program focused on "people changes." The Settlement House Movement worked for just policies and improved community life, such as child labor laws and labor conditions in general, women's suffrage, ethnic and racial discrimination, voting issues and educational reform. These remain important foundations for social work practice theory. Empowering vulnerable people to make changes in their lives and work on the local, state and national level to create a more just society are a bedrock of concern in the profession.

## **OHIO STATE SOCIAL WORK LICENSURE**

In July 1984, Ohio Governor Richard Celeste signed into law Amended Substitute House Bill 205. This bill requires licensure for anyone being paid to practice social work and for all paid positions with the title of Social Worker. It also requires licensure for all counselors, as well as Marriage and Family Therapists. The law created the State of Ohio Counselor and Social Worker Board. The Ohio Legislature modified the law by enacting SB 223 in 1996, and again in 2003. The Board now governs professional practice for social workers, counselors and marriage and family therapists. Social Workers and Counselors must abide by the Ohio Code of Professional Conduct (OAC4757-5-01)

In April of 2014, the Ohio Legislative Assembly passed House Bill 232. This bill requires that any person who has the title “social worker” must be licensed in the state of Ohio. It removed an exemption for civil service employees that had been in place since the law was initially passed, with very few exceptions. To be licensed, social workers must graduate from a program accredited by the Council on Social Work Education.

Social Work licensure is a two-step process. Eligibility is initially based on the applicant’s academic training. Graduation from a CSWE accredited program in social work is required. In addition, the applicant must pass the licensing exam. This exam is offered every other week at testing centers throughout Ohio. The exam is composed of multiple choice items that cover a wide range of social work theory, practice skills and professional issues. The exams are scored through a computerized program with a score of 70% needed to receive licensure. If one passes the exam, one may call him/herself a social worker within the state of Ohio. If one does not pass, it is possible to take the exam again after a period of several weeks.

Social workers practicing without a current license will be fined and/or will be penalized under Ohio law. It is a 4<sup>th</sup> degree criminal misdemeanor to practice without a license. Such cases are handed over to the county prosecutor for criminal prosecution, and usually involves a fine and criminal conviction. Agencies that disobey this law may also face fines and other sanctions.

### **CAREERS IN SOCIAL WORK**

Social work is extremely diverse in its practice arenas and people with whom it works. Graduates of baccalaureate programs most often find jobs as entry level workers in the areas of child welfare, family services, school-based programs, programs for individuals with developmental disabilities, mental health concerns, juvenile justice, and services for the elderly. Careers in health care services and substance abuse programs are also available.

### **MALONE UNIVERSITY AND SOCIAL WORK**

Malone University is a four-year liberal arts institution affiliated with the Evangelical Friends Church. The EFC is one of several groups that identify with the rich Quaker heritage. Malone was founded in 1892 as Cleveland Bible College by Friends couple, Walter and Emma Malone. At that time, it was located in Cleveland, Ohio. The College moved to Canton Ohio in 1957, changed its name in honor of its founders to Malone University, and became a four-year liberal arts University.

Social Work is a natural major to provide for students of Malone University. Walter and Emma Malone, the University’s founders, were actively involved in providing direct services to Cleveland’s poor (shelter, food and education). Malone’s Social Work Program began in 1978 and received initial accreditation by the Council on Social Work Education in 1984. The program was fully accredited in 1992, and reaffirmation was successfully completed in 2001, 2008, and 2016. The Malone

University Social Work Program is fully accredited and will come up again for reaffirmation in June, 2024.

This bit of history is important for several reasons. ***Malone University's stated mission is "to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community, and world."*** Malone University's social work program believes that maturity, wisdom, integrity and service are several of the critical attributes needed to become a social worker. The religious orientation of the University attracts a large number of students who hold to a Christian worldview, but over 30% of students do not have a religious affiliation. Malone emphasizes a liberal arts education that requires a commitment to free inquiry and an exposure to the diversity and richness of human life. Students who graduate from Malone are prepared to integrate faith and embrace a changing and pluralistic world. Malone University has an open admissions policy to all academically qualified people who are willing to follow the school's Student Code of Conduct and the Community Agreement. Malone University does not discriminate on the basis of religious or political orientation, age, race, ethnicity, or gender. "Malone University, as a learning community committed to biblical principles, seeks to value and reflect the diversity in God's creation. Therefore, we are committed to promoting inclusive excellence and furthering our understanding of diversity as we live out our mission and educational goals." (*excerpt from Malone University Diversity and Inclusion Statement*)

### **CONNECTING CURRICULUM AND COMMUNITY**

Malone University is situated in Canton, OH. This is a city of 73,000 people situated within an increasingly urban county. The city was founded over 200 years ago as a trade post for manufactured goods and agricultural products. It was well served by both rail and road. In its first century, Canton relied heavily on the development of heavy industry. It flourished during the early half of the 20th century and became known as the home to several large manufacturing firms.

In the year 2012, Ohio County Profiles indicate that 14.9% of all Stark County households have incomes that are below the poverty line. In 2014, the unemployment rate within Stark County was 5.6% (as compared to Ohio's rate of 5.5% and a national rate of 6.1% (<http://ohiolmi.com/asp/laus/LAUS.asp>)). In 2010 the median household income within the city was \$30,043 ([www.areavibes.com](http://www.areavibes.com)).

The counties to the South and West of Stark County remain primarily rural communities. Columbiana and Carroll Counties, to the southeast, retain a significant rural culture although the shale oil boom (as well as its current slowdown) have effected these counties significantly. Tuscarawas County, directly south, is the northernmost county of the Ohio Appalachian Communities. Holmes and Wayne Counties, to the west, contain some of the richest farmland in the United States and is home to many Amish and Conservative Mennonite communities. Summit County and Portage counties, to the north, are more urban and industrialized. Mahoning

County, directly east of Stark County boasts a number of cities, but has also suffered greatly since the collapse of Big Steel in the 1980's.

Many neighborhoods within the city limits are seen as historically distinct by their residents: several have neighborhood associations which assist with community events and efforts toward community building. These associations have played important roles as the city population has shrunk and community culture has changed.

Canton is the largest of three cities within Stark County. The total county population in 2012 was 374,868 (<http://quickfacts.census.gov/qfd/states/39000.html>.) The two other cities within Stark County limits are Alliance, to the east of Canton, and Massillon to the west. Townships and unincorporated villages can be found within the county. Although there has been significant growth in many formally rural communities within the county, some areas retain a distinctive and often more rural normative culture. Both types of community have distinct histories, activities and concerns. Social service organizations such as The United Way, Urban League and several social service agencies serve the entire community. School rivalries and community events forge a sense of uniqueness for neighborhood members.

The Social Work program at Malone utilizes this urban learning context, as well as the surrounding, more rural community and international platform to assist students to understand and utilize generalist skills. The program emphasizes training students to utilize techniques that emphasize strengthening person-in-environment fit. The program seeks to produce entry-level generalist social workers that are able to recognize individual resilience and empower those served toward optimal functioning within their social context.

The county social service providers endeavor to bring services to many different groups and individuals. In many cases, these providers work well together, cooperatively seeking to find creative solutions to complex problems in an increasingly difficult fiscal environment. Social work majors have a wide variety of opportunities to observe and practice generalist skills throughout the community. Sophomore field placement and accompanying classroom discussions provide a context for generalist practice. Juniors are involved with community development work in the poorest neighborhoods within the community. Seniors are provided with opportunities to develop and practice generalist skills in the context of their senior internship: a comprehensive 30-hour p/week (450 hour total) commitment traditionally entered into in the spring of senior year.

Starting with Introduction to Social Work, all of social work's core courses bring the community into the classroom or provide opportunities for students to interact with those living in Canton's and surrounding neighborhoods. Guest speakers, people from the professional community as well as community residents, frequent Malone's social work classes. Students are encouraged to attend professional events both on

and off campus and to re-enforce this learning through book clubs and other community engagement.

### **SOCIAL WORK EDUCATION**

Malone's Social Work Program is designed to address three issues facing social work education:

1. Articulating and communicating a uniform definition of generalist practice
2. Building on the liberal arts
3. Connecting curriculum with community.

#### **The Generalist Social Work Perspective:**

*Generalist practice is grounded in the liberal arts and the person and environment construct. Generalist social work empowers individuals, families, groups and communities to protect, enhance and create relationships that foster the profession's six core values: competency, service, caring relationships, personal uniqueness and worth, social justice and integrity towards the goals of fostering people's well-being and freedom of choice. (Adapted from CSWE 2008, Reamer 1982)*

Social Work's emphasis on *person-in-environment* fit sees people's strengths and their concerns within the context of their social functioning. As people identify strengths and relate them to their concerns, they strengthen relationship-building skills, improve social functioning, and are in a position to contribute to the building of community. Social Work's holistic, theoretical, orientation suggests THREE FUNCTIONS social workers are trained to do: (1) help people make personal changes, (2) link people to resources, and (3) help people to initiate changes in social policies, laws, and institutions which impact their lives. Social Work facilitates change, helps build strengths, and empowers people to solve problems.

#### **WHY Do Social Workers Do This Work?**

As a profession, Social Work claims six core values: the importance of caring relationships, service, competency, integrity, social justice, and personal uniqueness and worth. Promotion of these values optimizes people's access to resources that enhance human development. Social Worker professional practices are driven by these six values and are central to helping people make personal changes, linking them to resources, and helping people change systems impacting their lives.

#### **HOW Does Social Work Do This Work?**

Social Work's knowledge based is holistic and interactionist. This theoretical orientation is especially fitting for Malone University's mission and its social work program's mission (see Social Work Program Mission Statement in this Handbook). Course work and internships invite students to identify and respond to the interplay between people's physical needs, their psycho-social development, eco-systems, the strengths perspective, and anti-oppressive practice toward a plan change process.



### Social Work's Distinctive Feature Among the Helping Professions

The *relationship* between each aspect inherent in Malone's definition of social work is the distinctive feature. The *relationship* makes the *whole greater than the sum of the parts*. Facilitating personal change, linking people to resources, and working for system changes requires a holistic, interactionist theoretical orientation and skill base. This then is driven by social work's core values: the importance of caring relationships, service, integrity, competency, social justice, and personal uniqueness and worth.

### The 'Micro-Macro' Dichotomy

The Social Work Program structures its core theory and practice courses in order to address the 'micro-macro' dichotomy. Students complete three practice/theory courses. The first course, SWK 345: Practice Skills I, introduces students to the social work planned change process and discusses the use of this process in working with individual clients. The second course, SWK 347: Practice Skills II, discusses the application of the planned change process to work with families and small groups. Practice I and II must be taken in sequence. The third course in the practice sequence, SWK 348, focuses on social work with organizations, and communities. Students are thus taught that the social work change process is similar, whatever the size of the client system. The use of an ecosystemic perspective as one of the foundational theory-bases for the courses ensures that students understand the importance of simultaneous application of the planned change process across various levels of practice and with client systems of varied size and complexity.

### **SOCIAL WORK AND THE LIBERAL ARTS**

Social Workers are best able to serve their clients when they have both the competency to help and the ability to listen to the needs of the diverse persons served by the profession. The social work program requires its majors to meet both the General education requirements of the University, and to take additional courses in the liberal arts. These additional courses are designed to assist students to embrace and serve an increasingly diverse world.

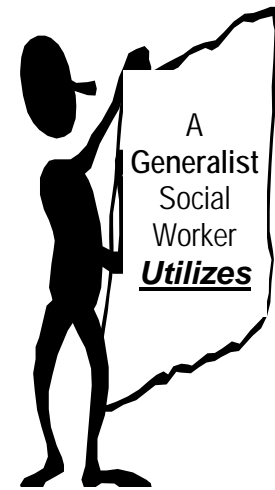
The chart below provides an outline of specific General Education courses that social work students take as well as the additional liberal arts courses required as part of the social work support course package. All majors must maintain an overall 2.5 major GPA in BOTH social work prefix courses and all required support courses to advance in the major.

Liberal Arts Content and the Social Work Curriculum

Foundation Courses	Support Content:	Liberal Arts Categories: General Education Courses
SWK 222: Introduction to Social Work	Psychology 121	<b>Engaging God's World:</b> <i>Understanding Persons</i>
SWK 242: HBSE	Psychology 121: Psych 220 (re or co-requisite)	
SWK 311: History of Social Welfare Policy	HIST 112	<b>Engaging Cultures and Institutions:</b> <i>World History</i>
SWK 312: Social Welfare Policy Analysis	HIST 211 or HIST 212, POL 201	<i>American Cultures and Institutions</i>
SWK 345: Practice Skills I	Biology 173, SOC 310	<b>Engaging God's World:</b> <i>Engaging the Created Order</i>
SWK 347: Practice Skills II	PSYC 344	
SWK 348: Practice Skills III	POL 201	<i>American Cultures and Institutions</i>
SWK 372: SWK Research	PSYC 140	<b>Foundational Skills:</b> <i>Quantitative Reasoning</i>
SWK 401: Professional Issues in SWK	All of the above	
SWK 460: Senior Seminar	All of the above	All of the above
SWK 440: Senior Field Practicum	All of the above	All of the above



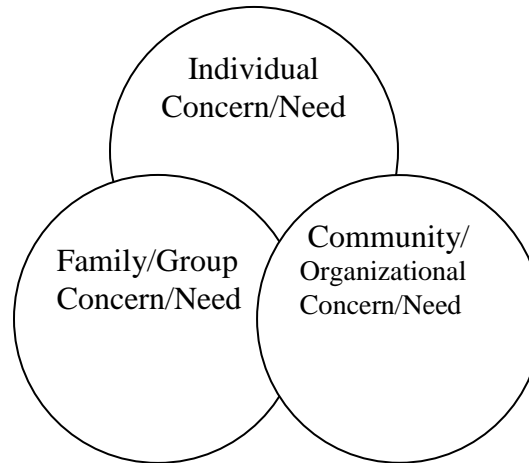
## Generalist Social Work Practice



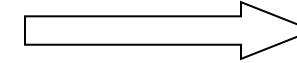
Urban / Rural  
Environments

- ✧ **Knowledge**  
 Liberal Arts Foundation  
 Social Work Support Courses  
 Educational Electives  
 Life Experience Openness to  
 the Diversity of Human  
 Experience
- ✧ **Professional  
Work Method**  
 Introduction to SWK  
 HBSE  
 Social Work Methods  
 SWK Research
- ✧ **Skill/Expertise**  
 Practice  
 Practicums
- ✧ **Professional  
Values**  
 Ethics Infused Curriculum  
 Observation of Other  
 Professionals  
 Celebration of Diversity  
 Appropriate Integration of  
 Faith and Spirituality
- ✧ **Policy & Laws**  
 Social Policy Coursework  
 Advocacy Opportunities

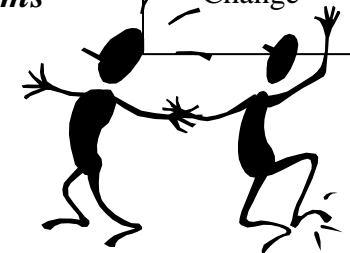
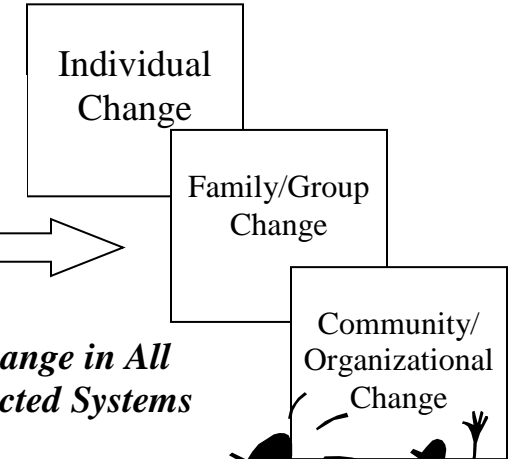
***To  
Impact:***



***To Assist  
and  
Empower***



***Change in All  
Effected Systems***



Building on strength

Facilitating change

Empowering communities

Micah 6:8

### **SOCIAL WORK PROGRAM MISSION STATEMENT**

The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.

### **SOCIAL WORK PROGRAM GOALS**

The goals of the social work program are to:

1. prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development.

\*assists students to develop competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

2. assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.

\*assists students to develop competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

3. assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.

\*assists students to develop competencies 1, 2, 3, 7, 11

### **SOCIAL WORK PROGRAM STUDENT LEARNING COMPETENCIES**

Graduates of the Malone University Social Work Program will:

1. Identify as professional social workers and conduct themselves accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

9. Respond to contexts that shape practice.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

11. Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

### **EVALUATION MECHANISMS**

The Council on Social Work Education (CSWE) requires accredited programs to demonstrate that their students are competent in 30 practice behaviors. . In addition, the Malone University Program has added 3 practice behaviors within the 10<sup>th</sup> competency which is unique to the program. (See CSWE Educational Policies and Accreditation Standards, Appendix I.) Within each course, diverse mechanisms such as papers, exams, journals, community service projects, role plays, video work, group presentations, and field work are used to evaluate student competence.

### **MALONE UNIVERSITY SOCIAL WORK CURRICULUM**

The social work curriculum at Malone University has three components:

1. General Education Courses
2. Social Work Support Courses
3. Social Work Professional Courses

### **General Education Requirements**

The mission of Malone University is to “provide students with an education based on Biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community, and world.” The general education curriculum at Malone University plays a central role in helping each of our students develop the skills, the knowledge, and the habits of thought and reflection they need to live and thrive in the world as agents of Christ’s Kingdom. Coursework is divided into “Foundations” courses that establish a strong framework for Christian higher education, and “Engaging” courses designed to deepen and expand our understanding of other people, creation, and the world we live in. It’s a purpose-driven curriculum that also gives students a meaningful opportunity to help shape the direction of their own education. It’s Malone University’s way of ensuring that all of our graduates have the broad-based abilities and knowledge they need to prepare them for the workplace, and for life. The current general education offerings have been in place for seven years. Should any general education modification be made, the social work program faculty are committed to creating a flexible and creative interface for students as these changes occur.

### Required Support Courses

To supplement and support the learning within the major courses, each social work student is required to take certain support courses. These courses count as either elective hours or count towards the required general education hours. The required support courses are as follows:

COURSE #	Course Title	Credits
<b><i>One of each:</i></b>		
◇ BIOL 173	Human Biology	4
HIST 211 or HIST 212	American History I or American History II	3
◇ POL 201	Intro to American Gov't	3
◇ PSYC 121	Intro to Psychology	3
◇ PSYC 140	Intro to Statistics	3
PSYC 220	Psychology of Human Development	3
SOC 310	Prejudice, Discrimination, Inequality	3
PSYC 344	Abnormal Psychology	3
<b>Total</b>		25

◇ also counts as a general education requirement

### Social Work Courses

A major consists of 41 hours including SWK 222, 242, 262, 311, 312, 345, 347, 348, 372, 401, 440, 460 and one section of SWK 470. As noted above, the additional 28-30 hours of social work support courses include BIOL 173; HIST 211 or 212; POL 201; PSYC 121, 140, 220, 344; SOC 310

To be eligible to enter the major, a student must complete an application packet, be interviewed by a faculty member and receive permission to continue in the major. The application process is completed by a second interview and review of the student's application as outlined in the Social Work Program Handbook. Students must maintain a 2.5 major GPA. To remain in the program, students must abide by the NASW Code of Ethics and by program policies as outlined within the Social Work Program Handbook. The sequence of courses is complemented with a 450-hour senior practicum. This practicum is usually completed during the spring semester of the senior year.

### Course Descriptions

#### **SWK 211 - Community Based Cross-Cultural Experience (2)**

This course requires both classroom experience and a 30-hour community experience throughout the semester. It provides an opportunity for students to engage with cultures

or sub-cultures that are outside their cultural milieu. Class meetings present information on the historic, cultural, economic, and political realities faced by those served by the agencies in which the students are assigned. Prior to the experience, each student is required to meet with the faculty member in charge of the course to ascertain best times and placements for the student. Offered each semester. Fulfills “Engaging Cultures and Institutions” component of the General Education Program, but is not required within the major.

### **SWK 222 - Introduction to the Profession and Practice of Social Work (4)**

The purpose of this course is to provide students with an overview of the fields of practice in which social workers are employed, social work values, the nature of generalist practice, social welfare history and policies, populations-at-risk which are served by social workers, and professional social work ethics. A required 40-hour field practicum within a social service setting provides students with an introduction to professional social work. Prerequisite(s): PSYC 121. Offered each Fall.

### **SWK 242 - Human Behavior and Social Environment (4)**

This course examines different social science theories about human growth and development. The intent is to look at these theories in relation to the generalist social work perspective and in relation to diverse ethnic, racial, gender, religious, and age-related groups. It provides an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are in turn, affected by human behaviors. Prerequisite(s): Prerequisites or co-requisites: PSYC 220; BIOL 173. Offered each Spring.

### **SWK 262 - Research and Writing for Social Work Professionals (2)**

This course will cover the basics of professional research and professional writing. Content will include both the use of APA as the professional standard for writing within the social work program and assessment and note taking in an agency setting. This class will also teach students how to research appropriately for social work writing and evidenced-based professional practice. Offered each Fall.

### **SWK 311 - History of Social Welfare (3)**

This course examines the historical development of the social welfare institutions, the development of the profession of social work, and the basic philosophies which have molded the structure and provision of service to vulnerable citizens throughout history. Prerequisite(s): SWK 222 or permission of the Department Chair. Offered each Fall.

### **SWK 312 - Social Welfare Policy Analysis (3)**

This course develops a framework for understanding and evaluating social welfare policy at the national, state, local and agency levels, for analyzing policies related to



certain population groups, and for understanding methods of achieving change in social policy. Discussion of policy making from a generalist perspective is introduced. Techniques for advocacy, as well as NASW Policies as reflected in Social Work Speaks, are discussed and analyzed. Social justice for those who have faced historic oppression within the United States is emphasized. Prerequisite(s): SWK 311 or permission of the Department Chair. Offered each Spring.

### **SWK 345 - Practice Skills I (4)**

This course introduces students to the stages of the social work helping process: assessment, goal planning, intervention, evaluation, and termination. This course also assists students to appreciate diversity, develop culturally competent practice skills, use theoretical models to guide social work practice, and practice according to professional social work ethics. The course combines experiential learning activities, such as role-playing and case study analysis, with lectures and class discussion. Prerequisite(s): SWK 242 or permission of the Department Chair, initiation of application to the major/or acceptance into the major. Offered each Fall.

### **SWK 347 - Social Work Practice Skills II (2)**

The focus of this course is on applying the social work helping process learned in SWK 345 (Practice Skills I) to social work practice with families and small groups (i.e., mezzo-level practice). Diversity issues and culturally competent practice are explored in the context of mezzo-level practice. The course also emphasizes the use of theories from social work and related fields to guide practice. The course combines experiential learning activities with lectures and class discussions. Prerequisite(s): SWK 345. Offered each Spring.

### **SWK 348 - Social Work Practice Skills III (4)**

The focus of this course is on applying the social work helping process learned in SWK 345 (Practice Skills I) to social work practice with communities and organizations (i.e., macro-level practice). Diversity issues and culturally competent practice are explored in the context of macro-level practice. The course also emphasizes the use of theories from social work and related fields to guide practice. The course combines experiential learning activities with lectures and class discussions. The course also includes a 60-hour practicum focused on macro-practice. Prerequisite(s): SWK 345. Offered each Spring.

### **SWK 372 - Methods of Social Research (3)**

This course introduces the student to the logic and skills of social science research, especially as it applies to the practice of social work. Special emphasis will be placed on knowledge of research terms, developing a critical approach to research studies, application of research techniques to practical situations, and use of others' research.

Use of research and evaluation techniques to improve practice effectiveness will be emphasized. Prerequisite(s): PSYC 140 or permission of the Department Chair. Offered each Fall.

**SWK 401 - Professional Issues in Social Work (2)**

This course critically examines social work's role in society and the basis for its knowledge, values, and skills. Students are sensitized to social work's role in a culture rich with diversity, and are equipped with the necessary tools to develop reasoned responses to issues facing practice. The course focuses on application of professional social work ethics and the integration of these ethics with personal faith. Prerequisite(s): SWK 347, 348; or permission of the Department Chair. Offered each Fall.

**SWK 440 - Field Instruction in Social Work (10)**

This course gives students an opportunity to observe and practice generalist social work in a professional setting. Field sites are diverse – child and family services, mental health, legal aid, school social work, law enforcement, community development, settlement house, child protective services, medical social work, services for senior citizens, services for people diagnosed with HIV. Emphasis is on placements that offer opportunity to apply generalist theory and practice as taught at Malone University and that promote social work values in work with diverse ethnic, religious, age-related peoples. Co-requisite(s): SWK 460. Offered each Spring or by arrangement.

**SWK 450 - Advanced Topics (1-3)**

An opportunity for the student to pursue, under supervision, an area of special interest either on his/her own initiative or in a small group. Not required for the major. Open to juniors or seniors who are majors in this area and who have completed or are taking regularly scheduled courses. Permission of the Department Chair is necessary for enrollment.

**SWK 460 - Field Instruction Seminar (2)**

This course is designed to complement the student's internship. It functions to provide a forum to discuss field experiences and to make systematic connections between theory and practice. Intended Outcome: Entry-level social workers whose practice is systematically guided by theory. Co-requisite(s): SWK 440. Offered each Spring or by arrangement.

**SWK 470 - Social Work Specialization Seminar (1-3)**

Provides students with an opportunity to study special topics within the domain of social work, dependent upon faculty availability. Students must take 1 specialization seminar to complete the program. Offered each semester.

### **SWK 473 - Global Practice (4)**

The world is becoming increasingly interconnected, allowing for information, economic, and social issues to spread across borders rapidly. This Capstone Course for the Global and International Studies Program and social work elective will prepare students with a beginning understanding of global issues that impact both local and domestic practice with international populations. From an interdisciplinary practice perspective, students will learn about current international issues and their impact on society. Utilizing an anti-oppressive framework, students will develop ethical skills based on principles of social justice, reconciliation, peace, and truth in preparation for both international and domestic practice in global contexts. Not required for the major. A 40-hour domestic internship will be part of this course. Offered each Fall.

#### Overview of Curriculum Hours

Curriculum hours can be broken down into the following areas:

Gen Ed Courses	41-43*
Social Work Courses	41
Support Courses	28-30**
Electives (as needed to complete the 124 credit hours required for graduation)	

### **DIVERSITY AND SOCIAL WORK**

Acceptance and encouragement of diversity have long been hallmarks of the profession of social work. The Malone University Social Work Program is also committed to these practices. The program does not and will not discriminate in its admissions or education based on a student's age, class, color, disability, ethnicity, family structure, gender, political stance, marital status, national origin, race, religion, or sexual orientation. Students are expected to abide with the guidelines of the Malone Attitudinal and Behavioral Expectations and the Community Agreement as outlined in the University Catalog. Further, students are expected to understand and abide by the expectations outlined within this Handbook and the NASW Code of Ethics. The program is committed to presenting students with various perspectives on social issues, and will strive to assist students to become culturally competent.

### **APPLICATION TO THE MAJOR**

Acceptance into the social work major is a multi-step process. Once two social work classes have been completed, a student interested in majoring in social work should apply to become a social work major. **STUDENTS WITH INCOMPLETE APPLICATIONS WILL NOT BE ACCEPTED BY THE PROGRAM.**

#### **Basic information regarding eligibility:**

Students must maintain a 2.5 major GPA to remain a major in good standing. Both SWK prefix and the Malone University support courses for the social work program are included in this calculation of the GPA. In addition, students must receive a C or higher in SWK 345, SWK 347, SWK 348 and SWK 401. To remain in the program, students must abide

by the NASW Code of Ethics and by program policies as outlined within the Social Work Program Handbook.

**A. Prior to entry into SWK 222-L (by the fall of sophomore year) or by the time of application to major, each social work student must have taken and passed a criminal background check.** A copy of this report must be on file in the Malone University Administrative Services office before Sophomore Placement begins.

**B. By the fall semester of the junior year, the student must:**

1. Provide two reference forms in sealed envelopes (Appendix IV). At least one letter must be from a professional in a helping profession (i.e., counselor, social worker, program director, or administrator) who has worked with you and observed you in human services or in a human services related field (e.g., your supervisor if you worked as a camp counselor). One reference form may be from a faculty member who knows your work but who does not teach within the Social Work Program. Forms must be completed by those who have observed your work since you have become a college student.

Please consult your faculty advisor if you have any questions regarding choices for an appropriate reference. References from relatives and friends are not acceptable.

2. At least 10 days prior to the formal interview (# 3 below), submit a brief statement (2-4 pages in length) to the department chair indicating why you want to be a social work major. This statement, autobiographical in nature, should include reference to both personal and professional ethics, and should discuss how impact the student's faith has had on his/her decision. If references are used, students should remember to utilize APA citations and a source page. (Source page is not included in the total statement page count)

3. Meet with department faculty for a formal interview. At that time, faculty may ask questions about the references, the written statement regarding social work, and may reflect with the student about his/her abilities and areas of growth. TRANSFER STUDENTS: If a student transfers into the program s/he should plan for this interview to take place at the end of his/her second semester at Malone.

4. Show satisfactory academic progress, maintaining a 2.5 major GPA. As noted above, students must be aware that the support course GPA is factored by the registrar in determining SWK GPA. In addition, students are expected to maintain the University based requirements for overall GPA, and comply with the Malone University Community Agreement to remain in the program.

5. Have on file with the social work program a signed release of information form, (Appendix III). *Please note: although signing this form is not required faculty will not release any information to prospective employers nor will they release information regarding a student's attendance at the university without such written permission. The only exception to this would be if the University was issued a subpoena and deemed that it was required to release the information under the law.*

**If these steps have not been completed, the student may not enter in Senior Field Placement.**

**The department may take one of three actions:**

1. Accept the student into the major.
2. Deny the student acceptance into the major.
3. Postpone consideration of acceptance or denial to a later date; this would typically only occur if there were extenuating circumstances facing the student such as health problems or school interruptions.

The student will be notified by formal letter sent via email regarding the action determined by the faculty within 10 business days of the interview.

### **Continuing Acceptance**

Once a year, typically in May, full time faculty members will meet to review the work that has been accomplished by those who are majors and/or have indicated their desire to become SWK majors. Faculty will review each student's progress based on the criteria noted above. If concerns are raised during this meeting, a letter outlining such concerns will be sent to the student with appropriate, measureable steps which that student must take to remain in good standing within the program as well as specific dates by which these steps must be accomplished. Failure to accomplish the steps may jeopardize a student's good standing within the program.

If a student wishes to appeal the steps outlined within the letter, s/he may use the steps outlined within the formal grievance procedure. (*see academic grievance procedure in this handbook*).

### **COURSE PERFORMANCE**

Students who do not meet the program's academic requirements may repeat a course. Such students must complete all academic requirements for the repeated course as if the course had not ever been taken previously by the student. By Malone University policy, those students who successfully repeat a course at the University will be able to substitute the higher grade for the initial, lower grade on their transcripts. Those who take that course at another institution however, will have that grade factored into their overall GPA with the lower grade remaining on the transcript.

### **APPLICATION TO FIELD WORK**

To enter the senior field placement, the student must meet the following criteria:

1. Be accepted as a social work major.
2. Maintain a 2.5 major GPA (calculated as the GPA for all SWK prefix courses and all required support courses). If a student does not meet the GPA requirement, prior to entering senior field placement he/she must retake support and or SWK courses until he/she has achieved a 2.5 GPA. In some cases, student GPA is not calculated until after a student has been placed in senior field. If it is determined that the student did not maintain a 2.5 GPA, the student will be removed from senior field, and will not be allowed to count the hours completed toward senior field credit at a later time.
3. Complete all required SWK prefix courses and support courses.
4. Have a criminal background check on file with the Malone University Administrative Services Office.

*If a student desires to complete an internship at his/her place of employment, the student must demonstrate in advance that the internship will consist of learning experiences, assignments, and instruction/supervision beyond the normal scope of the student's employment. The student must also be supervised by someone other than his/her employment supervisor. The field placement supervisor must hold the required credentials for field instructors. A student desiring to complete an employment-based internship must meet with the Malone University Field Education Coordinator during the semester prior to the internship to discuss his/her wish to intern with his/her employer. The Field Education Coordinator will assess whether the situation is conducive to a valid learning experience taking place. The Field Education Coordinator may require that the student and agency submit a Student Learning Contract prior to the end of the semester preceding the scheduled internship.*

### **TRANSFER POLICY**

Any student transferring to the social work program must complete all the above steps. The time frame for completing these steps will be adjusted by the Chair of the Program in consultation with social work faculty on a case by case basis.

Transfer credits from other CSWE accredited social work programs will be evaluated by the Chair of the Department of Social Work. The Chair's recommendations regarding social work transfer credit will be provided to the registrar's office. Students can receive social work credit for courses taken within a CSWE-accredited program. If courses are evaluated to be equivalent to a Malone University social work course taken within a CSWE-accredited program or a program which is formally associated with a CSWE-accredited program (e.g., a "2+2 program,") credit will be granted

Students who desire to transfer support course or General Education credit will follow the procedures outlined in the University catalog. The registrar's office evaluates such courses to determine if Malone will allow the transfer of credit.

## **STUDENT INFORMATION ON FILE**

Three sets of files are maintained on each social work major during a student's course of study at Malone University.

1. Each student's academic advisor has access to an electronic file which holds biographical data, grades, and other information with which the advisor assists the student to make appropriate course selections while at Malone University. Students in good standing also have complete access to their file. Advisors may also maintain paper records regarding academic actions taken by the university, advising appointments, etc.

2. The department also maintains a record of information on each student who completes the sophomore field experience and/or is accepted into the major. This file contains information related to field work, including documentation of a criminal background check being completed; the student's personal statement (see admissions criteria); references; and other records related to the social work program. This file is retained indefinitely to serve as a resource for accreditation purposes and as a reference file to better answer questions from potential employers. The information will not be shared with those outside the University without written consent by the student/former student.

3. A record of each student's senior field placement is also retained. This file contains the student's learning contract, field research design, the student's evaluation of the host agency, the evaluations of the student by the field instructor, and other materials related to the internship.

Upon graduation files described in #2 and #3 are combined for a complete record of student achievement, and may be used to assist faculty to write letters of reference when requested by former students. As noted above, this information will not be shared with those outside the University without the written consent of the student. Students are required to receive written permission by evaluators to release any field internship evaluations to those outside of the University unless the Field Advisor has given permission to have the evaluation form released within 12 months of the request for release.

## **ACADEMIC GRIEVANCE PROCEDURE**

The purpose of this grievance procedure is to provide undergraduate Malone students an opportunity to process grievances regarding academic issues (e.g., course grades, class procedures, or academic integrity). A student wishing to pursue an academic grievance should follow the procedure described below.

### **Informal Process**

Initially the student shall present his or her academic grievance informally in a meeting with the appropriate faculty member and his or her immediate supervisor (i.e., the chair of his or her department; or if the school has no chairs, the dean of the school). In the case of a grievance against a department chair, such informal meeting shall be with the department chair and the appropriate dean; and for a grievance against a dean, the

meeting shall be with the dean and the Provost. The purpose of any such meeting shall be to seek clarification and resolution through a discussion of the student's grievance. The student, faculty member, and/or other appropriate academic official shall suggest means of bringing the grievance to resolution. If a satisfactory resolution of the matter is not reached in that manner, the student may then enter the formal process described below.

### Formal Process

1. After following the informal grievance process, the student must submit the grievance in writing to the faculty member and his or her immediate supervisor, provided the appropriate conditions are met (see "conditions for filing and handling grievances" below). The student, the faculty member, and his or her supervisor shall meet to review the matter.
  - a. If the faculty member against whom the grievance has been filed is a regular faculty member in an academic department with a chair, then the immediate supervisor is the department chair.
  - b. If the faculty member against whom the grievance has been filed is in a school without chairs, then the immediate supervisor is the Dean of the school.
  - c. If the faculty member against whom the grievance has been filed is a department chair, then the immediate supervisor is the Dean of his or her school.
  - d. If the faculty member against whom the grievance has been filed is a dean, then the immediate supervisor is the Provost.

### Conditions for filing and handling grievances

The student must submit the academic grievance in writing to the immediate supervisor of the faculty member (as defined above). This grievance shall be submitted no later than thirty (30) class days from the date final grades were issued by the Registrar for the course in question. The grievance shall include statements of the grounds for the grievance, supporting evidence and suggested steps to resolve the matter. In the event the grievance is related to a final grade, one or more of the following conditions must be met for a formal grievance to be filed:

- a. The student shall provide written evidence that the assigned grade was based on arbitrary, unlawful, or non-academic criteria.
- b. The student shall provide written evidence that the assigned grade did not accurately reflect his or her fulfillment of course requirements and/or course policies, as stated in the course syllabus (for example, class attendance, grade standards, or penalty for late or incomplete work), or other applicable requirements of the University.

A copy of the grievance shall be given to the appropriate faculty member. Within ten (10) class days of the receipt of the written grievance, the immediate supervisor shall meet with the student and with the faculty member against whom the grievance has been filed to review the matter. The immediate supervisor shall respond in writing to



the student and the faculty member, indicating his or her decision and recommendations regarding the matter, within ten (10) class days of meeting with the student. In the event the formal grievance involves a course grade, the immediate supervisor may recommend that the faculty member change the grade, or that the faculty member review course and/or grading requirements and re-evaluate the grade accordingly, or the immediate supervisor may determine that there is insufficient evidence to support the grievance.

2. Either the student or the faculty member against whom the grievance has been filed may appeal in writing to the next appropriate administrator, provided the appropriate conditions are met (see “conditions for filing and handling appeals” below). The next appropriate administrator is determined as follows:
  - a. If the grievance has first been submitted to a department chair, the written appeal shall be submitted to the dean of that chair’s school.
  - b. If the grievance has first been submitted to a dean, or if the grievance has been ruled upon by a dean and subsequently appealed by either the student or the faculty member against whom the grievance has been filed, the written appeal shall be submitted to the Provost.

#### Conditions for filing and handling appeals

Either the student or the faculty member may appeal the decision of the immediate supervisor in writing to the next appropriate administrator who will render a decision in writing within thirty (30) calendar days of receiving the written notice of appeal. A copy of the appeal notice, which must include copies of the grievance and appealed decision shall be given to the party against whom the appeal has been filed, the immediate supervisor who heard the initial grievance, and (if applicable) any other appropriate administrator who has handled the appeal (e.g., a dean or the Provost). After reviewing the appeal notice and accompanying documents, this next appropriate administrator may summarily dismiss the appeal if he or she determines that the appeal clearly is without merit, or if he or she determines that the above-stated conditions for filing a grievance have not been satisfied. If the appeal is summarily dismissed by this administrator there is no further basis for appeal. If he or she has not summarily dismissed the appeal, he or she may meet with the student, faculty member, and/or appropriate administrators who heard the appeal previously to seek further information regarding the merits of the appeal and to assist in making his or her determination.

3. In the event that an appeal has been ruled upon at the Provost level and has not been summarily dismissed by the Provost, either the student or the faculty member against whom the grievance has been filed may appeal the decision of the Provost in writing, to the Deans Council with a copy to the Provost. Following receipt of such appeal notice, if all previous steps of the formal grievance process have been taken, and the grievance has not been summarily dismissed, the Provost within thirty (30) calendar days, shall convene a meeting of the Deans Council which shall act as a review panel for the matter. The Deans Council shall request that Student Senate appoint two student participants and one alternate (to serve if one of the appointees has a conflict of interest or cannot otherwise attend) as ad hoc members for the sole purpose of hearing the appeal. Prior to the meeting, materials, including, but not limited to, the following, shall be distributed to members of the Deans Council: the student’s written

grievance (a copy of which shall have been provided to the appropriate faculty member, department chair, dean, and Provost), and any evidence provided by the student in support of it, along with an account by the faculty member, presenting his or her decisions and rationale regarding the matter, and any pertinent information provided by the Provost including the communication regarding his or her decision concerning the resolution of the matter. Neither the Provost, the dean, nor any other directly involved official shall have a vote in this proceeding, nor shall any such official participate in the meeting of the Council concerning said appeal, unless called in by the Deans Council as a resource person. Council members who have a conflict of interest in the matter shall recuse themselves from the discussion and deliberations of the Deans Council concerning such matter. Acting in its capacity as a review panel, the Deans Council is not empowered to change a grade given by a faculty member, or to force a faculty member to change a grade. In grievance cases related to a final grade, the Deans Council may take one of three actions:

- a. The Council may recommend that the faculty member change the grade.
- b. The Council may recommend that the faculty member review course and/or grading requirements and re-evaluate the grade accordingly.
- c. The Council may deny any requested grade change.

The Deans Council will submit its recommendations in writing to the student, and to the faculty member, department chair, dean, and Provost within fifteen (15) calendar days of the above-described meeting of the Council.

### Integrity – Academic

Personal integrity is a behavioral expectation for all members of the Malone University community: faculty, staff, and students. We are called to personal integrity by the desire and obligation to model our lives after that of Jesus Christ. As noted in the biblical Principles underlying the statement of Malone University Community Responsibilities, “Love for and accountability to God are the primary motivation for Christian conduct.” Christ calls us in John 14:15 to keep his commandments and in Ephesians 5:8-9 we are reminded to walk as children of the light showing truth as a fruit of the Spirit. Academic integrity is that part of personal integrity which encompasses all activities in the learning process. It is the consistent demonstration of honorable behavior in all academic endeavors.

There are times, for example, when pressure to minimize work load, increase academic standing, or assist other students may lead to actions that breach academic integrity, and thereby personal integrity as well. Participation in academic activities and/or submission of academic work that includes any form of deception is an inappropriate response to that pressure. Appropriate resources for responding to this pressure are available by consulting with faculty.

Collaborative study endeavors are both permitted and encouraged under certain circumstances. However, it is essential for faculty, staff, and students to have a common understanding of the factors that distinguish acceptable and unacceptable academic behaviors. The list of examples given below describes situations in which academic integrity is not being maintained. It is provided to help clarify academic behaviors that

must be avoided. While it does not constitute an exhaustive list, it is sufficiently comprehensive to inform even those students who might otherwise compromise academic integrity unintentionally, unconsciously or as a result of lack of knowledge.

1. Exemplary, Non-Comprehensive Definitions and Explanations Regarding Unacceptable Academic Conduct

A. Plagiarism<sup>1</sup>

1. submitting as one's own work, part or all of an oral or written assignment which is copied, paraphrased, or purchased from another source, including world wide web and other online sources, without proper acknowledgement of that source. In written assignments, using three or more words in succession from a source without quotation marks and proper acknowledgement can be considered plagiarism.
2. submitting as one's own, course work which has been prepared or extensively revised by someone else

B. Accomplice in Plagiarism

1. allowing one's work to be copied
2. doing work for another student
3. maintaining a file of papers with the intent that others may review them or use them for submission
4. offering aid that differs from or exceeds that which is expressly approved by the instructor for any exam or course activity
5. disseminating confidential information

C. Disruption of Learning

1. destroying educational resources and materials
2. removing, destroying, or otherwise compromising the academic work of another student

D. Academic or Scientific Misconduct

1. misrepresenting attendance or reason for absence
2. using information or accepting aid which is not approved by the instructor; this may include but is not limited to
  - a. using notes during a closed-book test
  - b. soliciting information about the contents of an assignment or test
  - c. looking at another student's test paper during testing

3. accessing and/or disseminating unauthorized material
4. falsifying data or information for a course activity
5. submitting work that was already done for a previous course without prior approval of the instructor of the current course
6. submitting the same work for two concurrent courses without prior approval of both instructors

## II. Faculty Responsibility in Upholding Malone University's Academic Integrity Policy

### A. Responsibility to Inform Students

1. Faculty members are responsible for clearly communicating the Academic Integrity Policy to students. This is accomplished through two primary methods:
  - a. providing information about the policy, and about the importance of reading and understanding the policy, at the beginning of each course
  - b. informing all incoming students of the policy through such vehicles as the Humanities 100 course, freshman orientation, and orientation meetings for graduate and other non-traditional programs.
2. in order to clearly communicate expectations regarding academic integrity for each individual course, faculty members' syllabi should contain at least the following information:
  - a. Definition of Academic Integrity and/or reference to definition and explanation in the Catalog or Student Handbook. NOTE: If a faculty member's definition of academic integrity differs in any way from that published in the Catalog or Student Handbook, the difference(s) must be clearly articulated in the syllabus.
  - b. Examples of academic dishonesty specific to the course
  - c. Explanations of the specific sanctions to be imposed. Sanctions could include a required rewrite of a plagiarized paper with a reduction of grade or failure of a test where cheating occurred. The maximum sanction available to be imposed by a faculty member is failure of the course. All incidents of infringements of academic integrity by an undergraduate student (including degree-completion students) are to be reported to the Provost or his designate who may take further action in the case of multiple infractions (section III. A.1. b.) and may consult with and advise the faculty member throughout the process.
  - d. Reference to appeal process in Catalog
  - e. Faculty should clearly and completely discuss the above information and encourage students to seek clarification concerning the policy on the first day of class and throughout the course.

B. Responsibility to Be Aware of Violations – Malone University faculty members are responsible for encouraging academic integrity, while simultaneously being vigilant in observation and intervention when academic integrity may be compromised. Possible actions include remaining in the classroom to monitor student behavior during examinations, arranging classroom seating to avoid crowded conditions during examinations, providing cover sheets for students to use during examinations, actively investigating suspected cases of plagiarism, etc.

C. Responsibility to Address Suspected Violations

1. Malone University faculty members are responsible for taking steps to investigate suspected violations, and discussing the incident with the student(s) involved. Though this process may result in the decision to impose sanctions, faculty should approach it with the intent to manifest Christian love, seeking a balance of justice and grace, and demonstrating concern for the moral and intellectual development of the student(s).
2. If a violation of the Academic Integrity Policy is suspected, the faculty member must meet with the student(s) to discuss the incident and determine to the faculty member's satisfaction whether or not a violation of the Academic Integrity Policy has occurred.
3. If a student is accused of violating academic integrity, but subsequently the faculty member determines that the student is innocent, or if insufficient evidence exists to justify further action, the student should be informed of this determination in writing. Appropriate confidentiality will be maintained with respect to documents and information related to the accusation.
4. If the faculty member determines that a violation of academic integrity has occurred, a report should be filed with the Provost's Office and a duplicate of the report provided to the student and the appropriate Dean/ Department Chair. The report should contain the following information:
  - a. Complete description of incident
  - b. Date of meeting with the student
  - c. Conclusions reached as a result of the meeting
  - d. Sanctions imposed
  - e. Recommendations to the Provost regarding whether or not additional action should be taken
  - f. Description of the appeals process available to the student or reference to this process as published in the Catalog or Student Handbook
  - g. Student and faculty signatures and date indicating that the report has been delivered to the student
5. The faculty member should keep originals of tests, papers, etc. that provide evidence of the violation.
6. The student, after meeting with the faculty member, may respond to this report if he or she desires. The student may initiate an appeal by submitting in writing his or her response to the situation to the appropriate Dean/ Department Chair with a duplicate of this letter to the Provost and faculty member. The student and department should proceed with the grievance procedure, formal process, as outlined in the Catalog.

### III. Continuation of the Process in Upholding the Academic Integrity Policy

#### A. Initial Involvement of the Provost

1. After the submission of a faculty report in the Provost's Office, the Provost may take either of the following actions:
  - a. If no other reports exist, no appeal has been made, and the Provost deems that the faculty member's corrective action was appropriate, the report will be filed within the office. If future reports are received pertaining to the same student, the Provost will then have access to previous reports and may choose to proceed to the step described in Subsection (b) below. The contents of this file will be purged based upon the established retention of records policy governing such reports<sup>2</sup>.
  - b. If the Provost's file indicates that the student has committed a serious violation of the Academic Integrity Policy, or that there have been multiple violations by said student, the Provost may submit a request for a hearing before the Deans Council concerning such violation(s). The purpose of this Deans Council hearing is to determine whether additional University-level action is justified by the serious or repeated nature of academic integrity violations. Previous actions taken with regard to the student's academic violation(s) will be upheld. If the Deans Council determines that a student's record of violation(s) is of sufficient seriousness that action at the University level is warranted, then the Deans Council will take action to impact the student's current and future status at Malone University, such as suspension or expulsion.

- B. Final Involvement of the Provost – the student may request an appeal of the Deans Council's decision. The Provost will review an appeal submitted by the student, all documentation provided to the Council, and the written conclusions of their deliberations and recommendations. The action of the Provost will be considered final.

Confusion can arise in distinguishing between collaborative work and plagiarism. The following excerpt from *The Writer's Community* (by David J. Klooster and Patricia L. Bloem, Martin's Press, 1995) is intended to help resolve any potential misunderstandings:

"All good writing builds on the work of previous writers, but the best writing enriches that work, departs from it, transcends it, or even changes it, helping readers to see what came before in new ways. Writers on any subject need to know what others have said about the topic, and if they are to contribute to that conversation, they need to say something new...An original thinker moves the conversation forward by helping the participants see something new. A plagiarist pretends to be original and thereby risks holding the conversation back or even halting it altogether. For any conversation to become a true discussion, the speakers and listeners must be able to trust one another. Plagiarism breaks that trust...What is finally at stake, it seems to us, is that a relationship of trust exists between the reader and writer, and any deception or misrepresentation or dishonesty on the writer's part – or the writers' parts – violates that trust. Plagiarism, one form of this violation, is a serious offense, not first of all because it is stealing, but because it is dishonesty. Integrity is at stake."

Files/reports will be maintained by the Provost for a period of at least five (5) years after the last date of the student's enrollment or at least one (1) year after the student's actual graduation, whichever last occurs.

### **ACADEMIC HONESTY**

Complete honesty is expected of all students in all academic exercises at Malone University. In the preparation of academic exercises students must state fully and accurately all sources employed and assistance received. All students are expected to uphold the policy on academic integrity as described in the Malone University Catalog. Any type of cheating or plagiarism will lead to disciplinary action by the faculty members involved and/or the University judicial process described in the Malone Student Handbook.

### **ACADEMIC PETITION**

Due to special or unique circumstances, a student may need to amend or alter the requirements within her/his academic program. The academic petition process provides the means for this kind of request and the petition itself serves as the official documentation for any such change that is approved. The process is as follows: 1) Obtain the Academic Petition Form from the Records Office. 2) Fill out the form according to the instructions and obtain the signature of the Department Chair. 3) Return the signed form to the Records Office. Final approval will be granted only at the discretion of the Dean of the School of Arts and Sciences.

### **ACCESSIBILITY SERVICES – DISABILITY ACCOMMODATIONS STATEMENT**

If you are a student with a physical, learning, and/or psychological disability and plan to request any academic accommodations for class, you are required to bring your instructor an authorization letter from Malone's Center of Student Success - Accessibility Services listing the permitted accommodations. The instructor will work with you to arrange your accommodations from the point in time that you deliver and discuss such an authorization letter with him/her. The director of Accessibility Services will keep your disability documentation confidentially in that office alone. Please note that reducing assignments, extending the due dates of assignments, or reducing the class attendance requirement are never permitted as accommodations for a disability at the college level. Malone's Center for Student Success is located in Founders Hall, Room 68.

### **ATTENDANCE POLICY**

Students are expected to attend every class meeting of courses in which they are registered. Only in specific, unavoidable situations does the University excuse absence from class; 1) personal emergencies, including, but not limited to, illness of the student or of a dependent of the student, or death in the family; 2) religious observances that prevent the student from attending class; 3) participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performances, academic field trips, and special events connected with coursework; 4) government-required activities, such as military assignments, jury duty, or court appearances; and 5) any other absence formally approved through the Office of the Provost.

### **COMPLETION OF WORK**

Social work is a profession which often involves working with those who have been marginalized by others. It is critical to show clients dignity and respect. Such respect includes both being prompt and accomplishing the work that the social worker has agreed to accomplish with the client within an agreed upon timeframe. To assist students to become more proficient in accomplishing such important behaviors, all Malone University SWK faculty will expect that assignments to be completed on time and in the professional manner outlined in the student accountability guidelines outlined below. Students who turn in assignments later than the day and/or time outlined in a syllabus, should expect that they will receive reduced credit for that assignment. Faculty can decline to grade late assignments.

### **ADVANCED PLACEMENT: ACADEMIC CREDIT THROUGH EXAMINATION**

As described in the University Catalog, University credit may be earned through a variety of ways including such methods as examination, proficiency examinations, professional training, and experiential learning.

**Per CSWE regulations, no student shall be granted advanced credit or life learning experience credit for social work courses or for Field Instruction.** Both advanced credit and experiential learning credit are available to assist qualified students to meet general education requirements. Please refer to the University Catalog for details on these programs.

### **STUDENT ACCOUNTABILITY**

Social work is a profession. It is the faculty's desire to enhance the profession by education students to become outstanding generalist workers. To this end the faculty have developed a set of minimum guidelines required of each student. These guidelines are as follows:

- a. All work, unless specifically exempted by your instructor, must be typed neatly with appropriate margins and headings, utilizing APA formatting.
- b. All work should be completed and submitted on time. Exceptions should be made directly with a student's instructor in advance of the date due.
- c. Plagiarism will not be tolerated.
- d. All students are expected to attend class, be prepared, participate actively and attend field trips when assigned.
- e. Students are expected to dress appropriately when doing field work or on field trips.
- f. Students are expected to seek help when necessary. Faculty are not required to "guess" when assignments appear confusing to individual students.
- g. Students are expected to be accountable to others. They are expected to take tests the day they are given unless prior authorization is received from a faculty member.
- h. Students are expected to "pull their share of the weight" during group projects. Students who fail to complete their segments of group projects may find themselves sanctioned by peers or by faculty members.



- i. Students are expected to complete homework and readings. The faculty understand and take seriously the reality that majors will enter a profession that affects vulnerable people's lives. A failure to complete work indicates a student takes this reality lightly. It will be judged accordingly.
- j. If problems arise, students are to follow the University Grievance procedure as described in the University Catalog and in the section titled "Academic Grievance Procedure" of this Handbook.

**TO PROMOTE STUDENT ACCOUNTABILITY THE FOLLOWING STATEMENT IS INCLUDED ON ALL SYLLABI**

- A. For classroom discussion and testing, the professor will assume all information has been read.
- B. Your professors uphold and **STRONGLY SUPPORT** the Malone Academic Integrity Policy (see Malone Catalog). According to the policy, professors may impose appropriate sanctions for violation of the policy. Possible sanctions include giving a lower or failing grade for the assignment or giving a failing grade for the course.
- C. All sources used in papers must be cited; this includes paraphrased material as well as direct quotations. The use of someone else's words or ideas without acknowledgement of the source constitutes plagiarism, which is a violation of the Malone Academic Integrity Policy (see Malone Catalog and Item "B" above).
- D. Students who wish to appeal a professor's decision (including decisions regarding the Academic Integrity Policy) must follow the appeal process discussed in the Malone catalog.

**TERMINATION FROM THE PROGRAM**

Students must meet and maintain an acceptable level of performance to graduate from the Social Work program. A student will be terminated from the program if one or more of the following are found to be present.

1. He or she does not meet the academic requirements for admission/retention in the social work program as outlined above.
2. The student is terminated from the school for academic or other reasons.
3. He or she fails to abide by the "student accountability" guidelines.
4. She or he is found in ongoing violation of the NASW Code of Ethics while participating in a Social Work Program sponsored activity, classroom or field experience.
5. She or he fails to satisfactorily complete the Senior Field Practicum.

### **Termination Process:**

If a student is in jeopardy of termination from the program the following process will be utilized:

If the student is terminated from the program due to a University determination (#1 and 2 as noted above), Malone University procedures will take precedence over departmental procedure. The student is welcome but not required to speak to social work faculty about the University decision.

If the student is in jeopardy of termination for alleged violations of departmental policy or the NASW Code of Ethics, the following procedure will be followed.

1. Prior to initiating a formal process, the concerned faculty member must meet with the Chair to discuss issues regarding student performance. The Chair will decide whether to proceed with the formal process.

#### The Formal Process:

2. If the formal process is determined to be warranted, the Chair will contact the student in question. The student will be informed of the concern and will be informed that the formal process for possible termination has been initiated. The student will be asked to set up an appointment with the Chair of the program within 5 school days to discuss allegations and concerns. The faculty member who has expressed concerns will be asked to be present at this meeting except in unusual circumstances. If the concern involves a field-related issue, the Field Coordinator will be present at the meeting. Student will be informed that the Dean of the School of Theology, Arts, & Sciences will be informed of the concern.
3. At this meeting, the Chair will provide the student with written documentation of the concerns. The student will be asked to respond in writing to the concerns. The written response must be provided to the Chair within 10 school days of the meeting. If the written response is not received by the tenth day, the process will automatically move forward. If the concern arises at the end of the Spring Semester, or during summer, the student will be given 2 weeks from the meeting to respond.
4. The student's response will be placed in the student's official social work record. Within 5 school days of receiving the response, (or, in the case of the students' having not responded, 15 school days after the initial meeting) the Chair will convene a meeting of full-time faculty to determine what action is appropriate. The student will be sent written notification of the recommended action. A copy will be placed in the student's official social work record. The letter must be postmarked no later than 7 school days from the receipt of the student's response (or, in the case of the students' having not responded, 22 school days after the initial meeting with the Chair).

***Continued on next page***

5. Actions may include, but are not limited to (1) no action needed; (2) remedial work needed, (3) termination from the program. If remedial work is warranted, the student will be placed on program probation until the remedial work has been completed. A full time faculty member will monitor probation.
6. If the student is dissatisfied with the decision, he or she can initiate the University grievance policy that is described in the University catalog.

### **FACULTY ACCOUNTABILITY**

Faculty members recognize their responsibility to provide students with the opportunity to learn the foundations of generalist practice. To this end, students can expect that members of the social work faculty will:

- a. Be accessible to students by maintaining regular office hours. These will be posted on each faculty member's office door and within course syllabi.
- b. Will return work to students promptly.
- c. Will provide appropriate verbal and/or written feedback to students on all papers, exams, and exercises.
- d. Will grade students' work fairly and without bias.
- e. Will link social work theory and practice in ways which enhance the student's understanding of the generalist knowledge base.
- f. Will expect students to complete assignments that are relevant to the changing nature of society and human relationships.
- g. Will uphold the NASW Code of Ethics.
- h. Will model the integration of faith and learning both inside and outside the classroom.

### **NASW CODE OF ETHICS**

A copy of the NASW Code of Ethics should be obtained by all social work majors. These are available in the bookstore or online at [www.naswdc.org](http://www.naswdc.org). Students are expected to understand and uphold the tenants of the Code in all aspects of their professional life.

### **OHIO CODE OF ETHICAL PRACTICE AND PROFESSIONAL CONDUCT**

A copy of the administrative Code governing all licensed Social workers in the state of Ohio can be obtained from the Ohio Counselor, Social Work and Marriage and Family Therapist Board's website at <http://www.cswmft.ohio.gov/ethics.stm>. Access <http://cswmft.ohio.gov/Pdfs/4757.pdf> for the Ohio Administrative Code.

*Students are required to comply with the NASW Code of Ethics and the Ohio Code of Ethical Practice and Professional Conduct while practicing in their Senior Field Placement.*

## **SOCIAL WORK PROGRAM POLICY ON ACADEMIC WRITING**

Academic writing in social work is expected to identify and build upon the work of reliable authors. In this process, it is very important that students adhere to the following requirements:

- Current American Psychological Association (APA) style must be used for formatting and citation of all social work papers.
- Both quotations and paraphrased material must be cited in APA style.
- Quotations should not make up a large portion of any paper. It is important that students show an ability to understand, synthesize, and critically integrate the thoughts of others by putting these thoughts into their own words.
- APA style title pages should be used for all papers.
- APA style headers should be utilized, including page numbers.
- Abstracts are not necessary for student papers.
- All APA guidelines should be followed unless this policy or a professor states otherwise.
- Headings should be used and should correspond to the various aspects of the assignment.
- Professional and academic sources should be used for all papers. Wikipedia and similar websites of unsubstantiated quality and validity should generally not be used as sources. Popular websites such as Wikipedia may be used to discuss the popular understanding of, or conversation around, a topic, but information from such sources should not be presented as factual or reliable unless other corroborating sources are cited.
- All papers should be typed utilizing standard fonts and 12 point size.
- All papers should be firmly stapled in the left hand top corner. If the paper is too long for a staple to firmly hold the paper together the paper may be placed in a lightweight binder.

### **APA Format**

There are numerous styles of writing academic reports. The social work program requires the use of the APA report format. Handbooks on this format may be found in the Malone University Bookstore. Any formal term paper required in any social work course (courses with SWK prefix) will use this writing style. Citations and references must adhere to this format.

## **SOCIAL WORK STUDENT ASSOCIATIONS**

The social work students at Malone University have two Student Senate approved student associations.

1) The *Social Work Club* serves as an avenue to fellowship with other social work students, to learn more about the profession of social work, and to provide service to the community. Presentations on substance abuse, domestic violence, and rape, along with service projects such as hosting a Christmas party for children of battered spouses living in a domestic violence shelter, have all been part of this club.

2) The *Pi Eta Chapter of the Phi Alpha Honor Society* is a social work honor society whose purpose is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The Malone University Chapter participates in activities in conjunction with the social work club and other activities when available. Membership criteria include achievement of sophomore status, a 3.0 over-all cumulative GPA, and a minimum GPA of 3.25 in 8 semester hours of required social work courses. A one-time, lifetime membership fee of \$20 is paid by the student and is required to become a member. Senior Phi Alpha members are eligible to apply for a Phi Alpha Honor Society Scholarship to be applied to furthering their education. See [www.phialpha.org](http://www.phialpha.org) or [www.malone.edu/socialwork](http://www.malone.edu/socialwork) for more information.

In addition to our senate approved student associations, half day and/or full day workshops and other special events are scheduled throughout the year.

Involvement in the social work club, Phi Alpha, and most special events are voluntary. Fees for the social work club are covered through fund-raising activities and through student services fees. Activities are usually scheduled monthly. Some workshops and special events will be required for all social work majors. These events are most often planned well in advance and their status is most often indicated on course syllabi.

### **FULL-TIME FACULTY INFORMATION**

Professor Jane Hoyt-Oliver, Ph.D., ACSW, LISW-S, has taught at Malone University since 1984 and first served as chair of the department in 1985-1986. Additional years as chair included 1999-2008, and 2011-present. Jane earned her Associate of Arts from Pine Manor College in Chestnut Hill, MA in 1974, her baccalaureate degree from Syracuse University in 1976 and her Masters of Social Work degree from the same school in 1977. She attended The Divinity School at Duke University, and received her Ph.D. from Case Western Reserve University. Her Doctoral research focused on the concerns of rural homeless mothers in Ohio. Jane's practice experience is primarily in the area of medical social work, both in hospitals and in hospice care. Jane is an active member of NASW, having served in a number of highly responsible positions in the professional organization. She serves as a member of the Family and Children Impact Council Task Force for the United Way of Central Stark County, the DELTA FOCUS Leadership Council for the State of Ohio and on several community Boards.

Phone: 330-471-8185 E-Mail: [jhoytoliver@malone.edu](mailto:jhoytoliver@malone.edu)

Associate Professor Elizabeth Patterson Roe, Ph.D. MSW, LISW-S is the Social Work Field Coordinator for the Social Work Program. She received her Bachelor's of Arts in Social Work degree from Mount Vernon Nazarene University in 1998 and her Master's of Social Work degree from Roberts Wesleyan University in 2001. She completed her doctoral work in 2015. Her dissertation research explored the influence of international practicums on social workers' career choices and practice approaches. Prior to her faculty appointment at Malone University in 2007, Elizabeth spent five years serving as the director of social services for Veritas, a faith-based social and educational services

organization in Sighisoara, Romania that provided services for children, youth, families, and elderly. Her main goal within this position was to support, train and empower local Romanians in their leadership within Veritas. Elizabeth also supervised student field experiences and taught classes within the Romanian Studies Program. Elizabeth continues to serve on the advisor board for Veritas and the legal board for the Romanian Studies Program. Elizabeth is an active member of the National Association of Social Workers (NASW) and North American Association of Christians in Social Work (NACSW). Elizabeth's areas of professional and academic interest include international social work education, global social work practice and international development, church social work and community development.

Phone: 330-471-8626 E-Mail: [epattersonroe@malone.edu](mailto:epattersonroe@malone.edu).

Associate Professor Karen Slovak, Ph.D., LISW-S is our newest faculty member in the Social Work Program. Her 15 years of previous experience in teaching at the university level provides a good foundation for her teaching at Malone University. Karen earned her baccalaureate degree in Psychology from Bowling Green State University. Her Masters (in Social Sciences Administration) and Ph.D. (in Social Welfare) were earned from Case Western Reserve University. Her dissertation was titled, "The mental health consequences of violence exposure: An exploration of youth in a rural setting." Karen's research focus areas are suicide, school social workers, cyberbullying, and rural issues. Karen also serves on the editorial boards of the *Journal of Rural Community Psychology* and the *Journal of Poverty*.

Phone: 330-471-8480

Email: [kslovak@malone.edu](mailto:kslovak@malone.edu)

## **MALONE UNIVERSITY AND SOCIAL WORK ACCREDITATION AGENCIES**

### **Accreditation:**

Accredited – The Higher Learning Commission; Member – North Central Association

HLC/NCA  
30 North LaSalle Street, Suite 2400  
Chicago IL 60602-2504  
1.800.621.7440

Commission on Collegiate Nursing Education

CCNE  
One Dupont Circle NW, Suite 530  
Washington DC 20036-1120  
202.887.6791

Council on Social Work Education (Baccalaureate level)

CSWE  
1725 Duke Street, Suite 500  
Alexandria VA 22314  
703.683.8080

National Council for Accreditation of Teacher Education

NCATE  
2010 Massachusetts Avenue NW, Suite 500  
Washington DC 20036  
202.466.7496

Accreditation Council for Business Schools and Programs  
(Master of Business Administration; Master of Arts in Organizational Leadership; Bachelor of Arts in Accounting, Business Administration, Management, and Sport Management)

ACBSP  
11520 West 119th Street  
Overland KS 66213  
913.339.9356

Council for Accreditation of Counseling and Related Educational Programs  
(Master of Arts in Clinical Counseling and School Counseling)

CACREP  
1001 North Fairfax Street, Suite 510  
Alexandria VA 22314  
703.535.5990

**National Council for Accreditation of Teacher Education**

[www.ncate.org/](http://www.ncate.org/)

NCATE

2010 Massachusetts Avenue NW, Suite 500

Washington DC

20036

202.466.7496



**APPENDICES**



COUNCIL ON SOCIAL WORK EDUCATION

## Appendix I: Educational Policy and Accreditation Standards

### **Educational Policy and Accreditation Standards**

#### **Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards**

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

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Revised March 27, 2010 / Updated August 2012

## **1. Program Mission and Goals**

### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

### **Educational Policy 1.1—Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,<sup>1</sup> human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

### **Educational Policy 1.2—Program Context**

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

#### ***Accreditation Standard 1.0—Mission and Goals***

*The social work program's mission and goals reflect the profession's purpose and values and the program's context.*

*1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*

*1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.*

<sup>1</sup> These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

## 2. Explicit Curriculum

### **Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

### **Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

### **Educational Policy 2.1.2— Engage Diversity and Difference in Practice**

#### **Practice Behaviors:**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Educational Policy 2.1.3— Advance Human Rights and Social, Economic, and Environmental Justice**

#### **Practice Behaviors**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Educational Policy 2.1.4— Engage in Practice-informed Research and Research-informed Practice.**

#### **Practice Behaviors**

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

Social workers:

- a. use practice experience and theory to inform scientific inquiry and research;
  - b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Educational Policy 2.1.5— Engage in Policy Practice**

#### **Practice Behaviors**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- b. assess how social welfare and economic policies impact the delivery of and access to social

services;  
apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Educational Policy 2.1.6— Engage with Individuals, Families, Groups, Organizations, and Communities**

#### **Practice Behaviors**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Educational Policy 2.1.7— Assess Individuals, Families, Groups, Organizations, and Communities**

#### **Practice Behaviors**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Educational Policy 2.1.8— Intervene with Individuals, Families, Groups, Organizations, and Communities**

### **Practice Behaviors**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e. facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Educational Policy 2.1.9— Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

#### **Practice Behaviors**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use appropriate methods for evaluation of outcomes;
- b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Educational Policy 2.1.10**

**Malone University Social Work Program Core Competency #10 (added to 9 core competencies from 2015 EPAS):**

**Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.**

#### **Practice Behaviors**

Graduates of the Malone Social Work Program:

- a. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups

- b. Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work
- c. recognize the importance of spirituality to the human experience

### **Educational Policy B2.2—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

### **Educational Policy M2.2—Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

### **Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.<sup>4</sup> In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

#### **Accreditation Standard B2.0—Curriculum**

*The 10 core competencies are used to design the professional curriculum. The program*

**B2.0.1** *Discusses how its mission and goals are consistent with generalist practice as defined in*



*EP B2.2.*

**B2.0.2** *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

**B2.0.3** *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

<sup>4</sup> Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

**B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

**B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

### **Accreditation Standard M2.0—Curriculum**

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

**M2.0.1** Identifies its concentration(s) (EP M2.2).

**M2.0.2** Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

**M2.0.3** Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

**M2.0.4** Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

**M2.0.5** Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

**M2.0.6** Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

### **Accreditation Standard 2.1—Field Education**

The program discusses how its field education program

**2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

**B2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies.

**M2.1.2** Provides advanced practice opportunities for students to demonstrate the program's competencies.

**2.1.3** Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

**2.1.4** Admits only those students who have met the program's specified criteria for field education.

**2.1.5** Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

**2.1.6** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

**2.1.7** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

**2.1.8** *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

### **3. Implicit Curriculum**

#### **Educational Policy 3.0—Implicit Curriculum: The Learning Environment**

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.<sup>5</sup>

#### **Educational Policy 3.1—Diversity**

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

<sup>5</sup> Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3<sup>rd</sup> ed.). New York: Macmillan.

gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

### **Accreditation Standard 3.1—Diversity**

**3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

**3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*

**3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

### **Educational Policy 3.2—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

### **Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

#### **Admissions**

**B3.2.1** *The program identifies the criteria it uses for admission.*

**M3.2.1** *The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.*

**3.2.2** *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

**M3.2.3** *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding*

*advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

**3.2.4** *The program describes its policies and procedures concerning the transfer of credits.*

**3.2.5** *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

#### **Advisement, retention, and termination**

**3.2.6** *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

**3.2.7** *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

**3.2.8** *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

#### **Student participation**

**3.2.9** *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

**3.2.10** *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

### **Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

#### **Accreditation Standard 3.3—Faculty**

**3.3.1** *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a*

*master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

**3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

**B3.3.3** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

**M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

**3.3.4** *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

**3.3.5** *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*

**3.3.6** *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

### **Educational Policy 3.4—Administrative Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

#### **Accreditation Standard 3.4—Administrative Structure**

**3.4.1** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

**3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

**3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

**3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

**B3.4.4(a)** *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

**B3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*

**B3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

**M3.4.4(a)** *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

**M3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*

**M3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

**3.4.5** *The program identifies the field education director.*

**3.4.5(a)** *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

**3.4.5(b)** *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.*

**B3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

**M3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

### **Educational Policy 3.5—Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

#### **Accreditation Standard 3.5—Resources**

**3.5.1** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

**3.5.2** *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*

**3.5.3** *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*

**3.5.4** *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for*



*achieving its mission and goals.*

**3.5.5** *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

**3.5.6** *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

## **4. Assessment**

### **Educational Policy 4.0— Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

#### **Accreditation Standard 4.0—Assessment**

**4.0.1** *The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*

**4.0.2** *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.*

**4.0.3** *The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.*

**4.0.4** *The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.*

**4.0.5** *The program appends copies of all assessment instruments used to assess the program competencies.*

## Appendix II: Malone University Identity and Mission Statement

As approved by the  
Malone University Board of Trustees  
October 11, 2003

*Malone University is a Christian University for the arts, sciences, and professions in the liberal arts tradition, affiliated with the Evangelical Friends Church.*

The mission of Malone University is to provide students with an education based on Biblical faith in order to develop men and women in intellectual maturity, wisdom and Christian faith who are committed to serving the church, community and world.

Appendix III: Information Release Form

I give my permission for the Malone University Social Work Department to release information from my University records for the purpose of application to graduate school and/or for the purpose of writing a professional reference.

**Name** \_\_\_\_\_

Date \_\_\_\_\_

Witness \_\_\_\_\_

Date \_\_\_\_\_

Appendix IV: Malone University Reference Form

\_\_\_\_\_ is applying for admission to the Social Work Program at Malone University and has submitted your name as a personal reference. In addition to adequate intellectual ability, the social work faculty is looking for students that are skilled in their ability to work with and relate to people. The characteristics listed on the back are perceived as important for success in the practice of social work. Please evaluate this candidate as compared with other students you know and return this form to us as soon as possible. The admission process cannot proceed until you have completed this reference. All information will be kept confidential.

To be signed by the student: I hereby authorize the release of this reference form to faculty, to administration, and to academic committee members of Malone University when they are acting in their official capacities as employees of the institution.

Signed \_\_\_\_\_ Date \_\_\_\_\_

1. Please indicate the nature of your relationship with the applicant, the length of time you have known the applicant and the frequency of your interaction.

2. Please indicate your impression of the potential this applicant to succeed in a social work career.

\_\_\_ Highest 10%

\_\_\_ High potential for success

\_\_\_ Will succeed

\_\_\_ Will probably succeed

\_\_\_ May fail

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHARACTERISTICS	S U P E R I O R	H I G H	A V E R A G E	U N S A T I S F A C T O R Y	L O W	N O B A S I S F O R  J U D G E M E N T	COMMENTS
Ability to Communicate Orally							
Ability to Communicate in Writing							
Skill in Human Relationship							
Motivation for a Social Work Career							
Ability to Work with Others							
Intellectual Capacity							
Flexibility							
Perseverance							
Leadership Qualities							
Creativity and Imagination							
Interest in Other People							
Integrity and Genuineness							
Self Discipline							
Ability to Assume Responsibility							
Empathic Ability							

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 Title \_\_\_\_\_  
 Signature \_\_\_\_\_

Please return this form to:  
  
 Social Work Program  
 Malone University  
 2600 Cleveland Ave NW  
 Canton, Ohio 44709