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**GREATER MIAMI VALLEY JOINT MASW:**

**MIAMI UNIVERSITY OF OHIO AND WRIGHT STATE UNIVERSITY**

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**GREATER MIAMI VALLEY JOINT MASW:  
MIAMI UNIVERSITY OF OHIO AND WRIGHT STATE UNIVERSITY**

**Accreditation Standard 1: Mission and Goals**

**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.**

**Program Overview:**

The Greater Miami Valley Joint MASW was formed by Miami University of Ohio and Wright State University to meet the needs of students and social service agencies in the central and western regions of Ohio. Miami University's main campus is in Oxford, Ohio, with branch campuses in Middletown, Hamilton, and Mason. Wright State University's main campus is in Dayton, Ohio with a branch campus in Celina.

The MASW targets students who live in a community within a 150 mile circumference which currently does not have a MASW program physically located in that area. Looking at Map 1, this area includes Mercer (home of WSU's Lake Campus), Auglaize, and Logan counties to the north; Champaign, Clark (home of Clark State Community College which has an Associate's of Arts (AA) of Social Work with a transfer agreement with WSU), Greene (home of WSU's Main Campus), and Clinton counties to the east; Warren (home of MU branch campus) and Butler (home of MU main campus) counties to the south; Preble and Darke counties to the west; and centrally located Shelby (home of Edison Community College which has an Associate's of Arts (AA) of Social Work with a transfer agreement with WSU), Miami, and Montgomery (home of Sinclair Community College which has an Associate's of Arts (AA) of Social Work with a transfer agreement with WSU) counties.

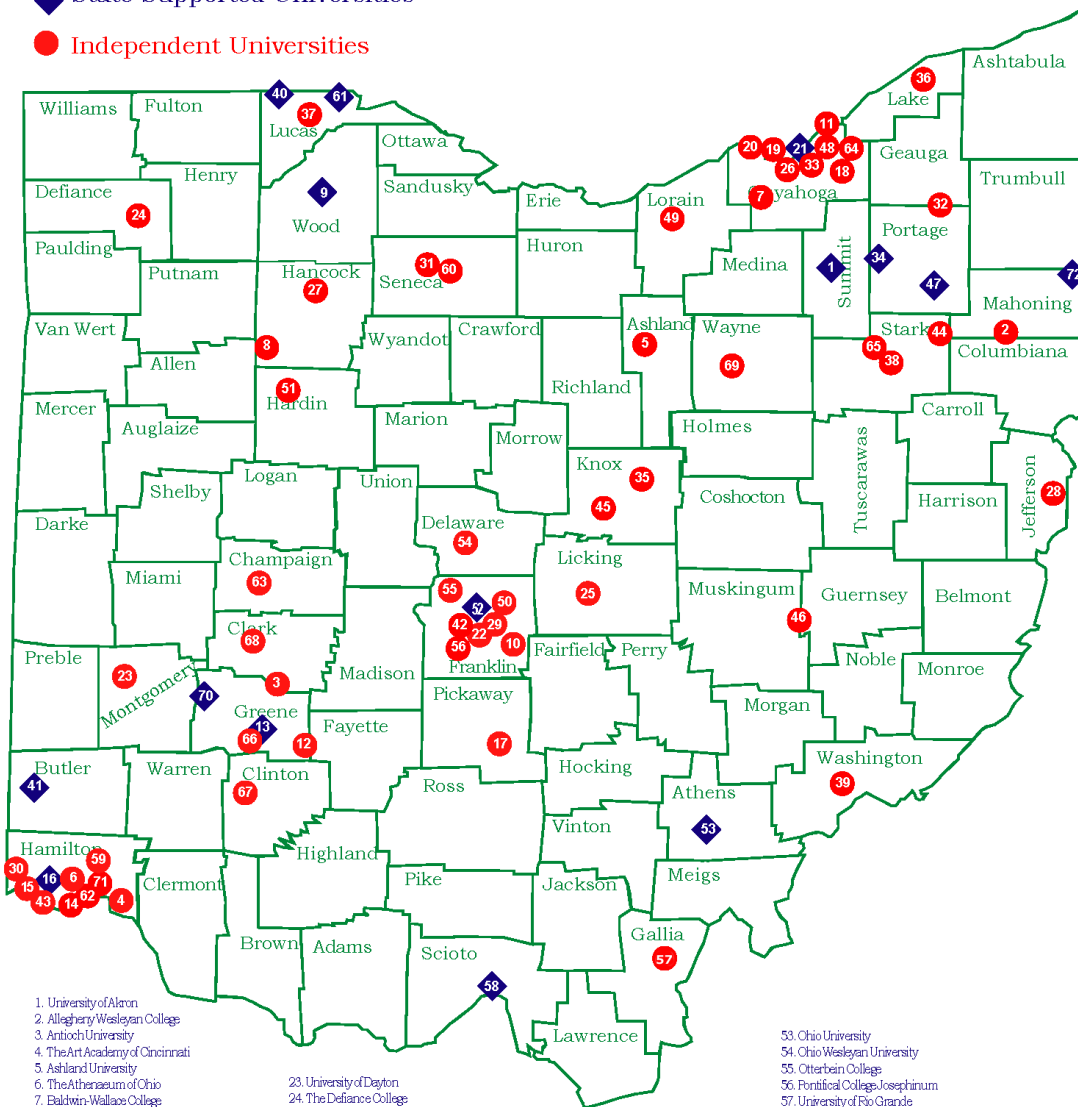
As can be seen from Map 1 of Ohio universities, the closest MSW programs to residents of the Greater Miami Valley region are The University of Cincinnati (UC and #16 on the map), which is approximately 40 miles from MU's main campus in Oxford (#41 on the map) and 50 miles from Dayton, Ohio (#70 on the map), and The Ohio State University (OSU and #52 on the map), which is approximately 125 miles from Oxford and 70 miles from Dayton.

# Map 1 – Ohio Universities by County

## FOUR-YEAR CAMPUSES

◆ State Supported Universities

● Independent Universities



- |  |   |  |                                   |
|--|---|--|-----------------------------------|
| 1. University of Akron                               | 23. University of Dayton                  | 40. Medical College of Ohio at Toledo                  | 53. Ohio University               |
| 2. Allegheny Wesleyan College                        | 24. The Defiance College                  | 41. Miami University                                   | 54. Ohio Wesleyan University      |
| 3. Antioch University                                | 25. Denison University                    | 42. Mt. Carmel College of Nursing                      | 55. Otterbein College             |
| 4. The Art Academy of Cincinnati                     | 26. David N. Myers College                | 43. College of Mount St. Joseph                        | 56. Pontifical College-Josephinum |
| 5. Ashland University                                | 27. University of Findlay                 | 44. Mount Union College                                | 57. University of Rio Grande      |
| 6. The Athenaeum of Ohio                             | 28. Franciscan University of Steubenville | 45. Mt. Vernon Nazarene College                        | 58. Shawnee State University      |
| 7. Baldwin-Wallace College                           | 29. Franklin University                   | 46. Muskingum College                                  | 59. Temple Baptist College        |
| 8. Bluffton University                               | 30. God's Bible College                   | 47. Northeastern Ohio Universities College of Medicine | 60. Tiffin University             |
| 9. Bowling Green State University                    | 31. Heidelberg College                    | 48. Notre Dame College of Ohio                         | 61. University of Toledo          |
| 10. Capital University                               | 32. Hiram College                         | 49. Oberlin College                                    | 62. The Union Institute           |
| 11. Case Western Reserve University                  | 33. John Carroll University               | 50. Ohio Dominican College                             | 63. Urbana University             |
| 12. Cedarville College                               | 34. Kent State University                 | 51. Ohio Northern University                           | 64. Ursuline College              |
| 13. Central State University                         | 35. Kenyon College                        | 52. The Ohio State University                          | 65. Walsh University              |
| 14. Cincinnati Bible College & Seminary              | 36. Lake Erie College                     |  | 66. Wilberforce University        |
| 15. Cincinnati Christian College                     | 37. Lourdes College                       |  | 67. Wilmington College            |
| 16. University of Cincinnati                         | 38. Malone College                        |  | 68. Wittenberg University         |
| 17. Circleville Bible College                        | 39. Marietta College                      |  | 69. The College of Wooster        |
| 18. Laura and Alvin Stegal College of Judaic Studies |   |  | 70. Wright State University       |
| 19. Cleveland Institute of Art                       |   |  | 71. Xavier University             |
| 20. Cleveland Institute of Music                     |   |  | 72. Youngstown State University   |
| 21. Cleveland State University                       |   |  |                                   |
| 22. Columbus College of Art & Design                 |   |  |                                   |

Only recently have there been temporary MSW programs where classes were taught physically in the Dayton region. UC offered classes towards an MSW degree on the facilities maintained by Montgomery County Job and Family Services from 2006-2008. WSU and OSU have offered a 4 year part-time program on WSU's campus since 2006 and accepted their last cohort in the Fall 2010. Both UC's and OSU's programs in Dayton were designed to be temporary with the intention that WSU would submit a proposed MSW program. WSU and MU began working together on a joint program when MU started to explore starting an MASW program in 2008.

Results of surveys conducted by MU and WSU with potential students indicated that residents from the region were reluctant to drive the distances to OSU or UC. Additionally, results of surveys with social service administrators in the area also indicated a need for a MASW program physically located in the geographic target area of the Greater Miami Valley Joint MASW. More detailed results of those surveys are described under the next context section of how the program fits the area's needs.

The Greater Miami Valley Joint MASW will build on the strengths of two well known public universities serving the central and western regions of Ohio. Following are the mission statements of each university which fit very well with the mission of the proposed program.

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Wright State University was founded in 1967 as the result of collaboration between Miami University and The Ohio State University. What started as one building has now grown to well over 20 buildings, a branch campus in Celina, and a recent student enrollment that surpassed 20,000, all in just over 40 years. It's notable that the Greater Miami Valley Joint MASW program builds upon WSU's collaboration with its two original partners.

MU and WSU have offered Bachelors of Arts (BA) in Social Work programs in the west central Ohio area since 1996 and 1974 respectively. Both programs are accredited with the Council on Social Work Education (CSWE) and have graduated over 2000 students, most of which remain in the area. Most recently, MU was granted re-affirmation until 2019 under the new EPAS competency based standards. In 2010, WSU was granted re-affirmation upon receipt of a progress report by August 1, 2011. The proposed MU/WSU Masters of Arts in Social Work (MASW) program will build upon the generalist foundations obtained in each of the undergraduate programs.

Assets of both current programs that will become only stronger in the MASW are:

- Both universities support Advanced Generalist Practice as the core concept to guide the MASW program with expectations that all MASW students master direct practice and macro practice skills. It is the Advanced Generalist Practice core that makes the Greater

Miami Valley Joint MASW distinct and unique from the two closest Ohio MSW programs at UC and OSU.

- Both universities have strong diversity initiatives to increase representation of students, faculty, and staff from diverse backgrounds, which will be utilized to recruit and retain students in the new program.
- Both programs have a strong curriculum focused on Older Adults. MU has the internationally known Scripps Gerontology Center which provides graduate degrees in Gerontology and conducts research on services to older adults. WSU has a Gerontology Certificate program and teaches several electives related to older adults. These resources will be utilized for the Concentration on Older Adults.
- Both programs have a strong curriculum focused on Families and Children. MU has a long-standing Family Studies program that provides an undergraduate degree in Family Studies and until recently, a master's degree in Family Studies. WSU is one of eight Ohio universities to participate in the Title IV-E public child welfare training program. These resources will be utilized for the Concentration on Families and Children
- Both universities have an extensive network of practicum field agencies and supervisors. This network will be expanded to include sites often reserved for MSW students, such as hospitals, Veteran's Administration, some mental health settings, and some macro-level field positions.
- Both universities attract students from rural and urban areas and adapt their programs to meet student needs, such as offering evening and weekend classes and use technology in the classroom.
- Both universities have a strong international focus with opportunities for students to study abroad and/or interact with international students, opportunities which will be extended to MASW students.
- Wright State University has a university-wide Service Learning program which creates community, faculty, and student partnership toward achieving learning and service outcomes. Social work faculty implement Service Learning in many of the core classes.

## **Program Mission**

The Mission of the Greater Miami Valley Joint MASW offered by Miami University and Wright State University is to prepare students from the Greater Miami Valley region to become advanced generalist professionals. Graduates will be lifelong learners and leaders, contribute to the profession of social work through advanced generalist practice which emphasizes effective practice and policy skill development to promote diversity and cultural competency, social and economic justice, reduce oppression, and improve the broader human condition.

The core component of the program is the concept of generalist practice. The knowledge, skills, and values of generalist practice are taught in the foundation year of the MASW program. The definition of generalist practice is:

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.

**Mission’s Fit with Profession’s Purpose**

The mission of the Greater Miami Valley Joint MASW fits with the purpose of social work which is to promote human and community well being. Guided by a person-in-environment construct, a global perspective, respect for human diversity, and knowledge based 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.

In Table 1, we match components of the program mission with components of the purposes of the profession of social work.

**Table 1**

**Greater Miami Valley Joint MASW Program’s Fit with the PROFESSION’S PURPOSES**

<b>Purpose</b>	<b>Mission</b>
Promote human and community well being; Guided by a person-in-environment construct; Guide by a global perspective; Guided by knowledge based scientific inquiry.	Prepare students from the Greater Miami Valley region to become advanced generalist professionals.
Promote human and community well being; Guided by a person-in-environment construct; Guide by a global perspective; Guided by knowledge based scientific inquiry.	Graduates will be lifelong learners and leaders, and contribute to the profession of social work through advanced generalist practice which emphasizes effective practice and policy skills development.
Guided by a respect for human diversity	to promote diversity and cultural competency
Social work’s purpose is actualized through its quest for social and economic justice and the elimination of poverty	to promote social and economic justice,
Social work’s purpose is actualized through the prevention of conditions that limit human rights	to reduce oppression,



<p>Promote human and community well being; Promote the enhancement of the quality of life for all persons.</p>	<p>and to improve the broader human condition.</p>
<p>Preparation of Competent and Effective Professionals</p>	<p>The program’s mission seeks to accomplish this purpose by educating and preparing competent and effective professionals for advanced generalist practice. Second, the mission seeks to carry out this purpose by drawing from an advanced generalist practitioner model committed to effective practice and policy skill development that promotes diversity and cultural competency, social and economic justice, reduces oppression and improves the broader human condition.</p>
<p>Development of Social Work Knowledge</p>	<p>The program strives to accomplish this purpose by preparing students for effective advanced generalist social work practice. The program’s mission involves instilling in students the knowledge, values and ethics of the social work profession, its competency based purposes and its heritage. In addition, the program seeks “to provide and develop social work knowledge and skills to facilitate students in becoming effective change agents for social and economic justice who advance the well-being of those oppressed”. The program strives to educate prospective graduate students on the social contexts in which the development of effective service delivery systems transpire. Drawing from an advanced generalist practitioner model committed to the social and economic justice of those oppressed, social work students will be presented with multi-level and multi-modal strategies to advanced generalist and competency based practice.</p>
<p>Provide Leadership in the Development of Service Delivery Systems</p>	<p>The mission reflects this purpose in that it seeks to ensure that students acquire practice and intervention strategies to effectively create social justice and to join with oppressed populations in facilitating their functioning while simultaneously empowering them. In addition, the program – through its mission - seeks to provide and develop social work knowledge and skills to facilitate students in becoming effective change</p>

	agents for social justice by advancing the well-being of those oppressed as well as improving the broader human condition.
Social Work Education is Grounded in the Profession's History, Knowledge and Values	The program seeks to attain this purpose by providing and developing advanced social work knowledge and skills to facilitate prospective graduate students in becoming effective change agents for social and economic justice who advance the well-being of oppressed populations. Similarly, the mission reflects this purpose by preparing students for effective advanced generalist social work practice and instilling in students the knowledge, values and ethics of the social work profession, its competency based purposes and its heritage.

### Mission's Fit with Profession's Values

In Table 2, we show how the new program's mission is consistent with the values of the profession of social work.

**Table 2**

#### **Greater Miami Valley Joint MASW Fit with the PROFESSION'S VALUES**

<b>Values</b>	<b>Mission</b>
Preparation of Professional Practitioners with a Commitment to Social Work Values	The program's mission carries out this value by preparing students for advanced social work practice by instilling in students the knowledge, values and ethics of the social work profession, its competency based purposes and its heritage.
Service and Social Justice	This social work value is carried out in the mission by providing and developing social work knowledge and skills to facilitate students in becoming effective change agents for social and economic justice who advance the well-being of oppressed populations. This value is further enhanced through the mission as our collaborative program seeks to ensure that students acquire advanced practice and intervention strategies to effectively create social and economic justice and to join with oppressed populations in facilitating their

	<p>functioning while simultaneously empowering them. Lastly, this value is reflected in the mission in that it draws from an advanced generalist practitioner model committed to the social justice of oppressed populations as well as improving the broader human condition.</p>
<p>Dignity and Worth of the Person; Importance of Human Relationships and Human Rights</p>	<p>The program's mission is in accordance with this value by ensuring that students seek to reduce oppression while simultaneously improving the broader human condition. This value is further implied in the mission in that the collaborative program strives to promote diversity and cultural competency as well as the social contexts in which the development of effective service delivery systems transpire.</p>
<p>Competency</p>	<p>The program's mission carries out this value by preparing students for advanced generalist social work practice. Specifically, the program's mission involves educating graduates to be lifelong learners and leaders who contribute to the profession of social work through advanced generalist practice which emphasizes effective practice and policy skill development to promote diversity and cultural competency, social and economic justice, reduce oppression, and improve the broader human condition. The value of competency is further implied by drawing from an advanced generalist practitioner model in which students will be presented with multi-level and multi-modal strategies to advanced generalist and competency based practice.</p>
<p>Integrity and Scientific Inquiry</p>	<p>Through the provision of social work knowledge and competency based practice, the collaborative program seeks to prepare students for advanced generalist social work practice. In addition, the program seeks to enhance a commitment that is based on the importance of becoming a lifelong learner and leader in the profession of social work for those oppressed as well as working to improve the broader human condition.</p>

**Mission's Fit with MU and WSU Mission**

The mission of the MASW fits with the mission of MU and WSU.

### **Mission and Goals of Miami University:**

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected. Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

The mission of the social work program is to educate and prepare competent and effective professionals for generalist practice. The program seeks to provide and develop social work knowledge and skills to facilitate students in becoming effective change agents for social justice who advance the well-being of at-risk and disenfranchised populations. In preparing students for effective generalist social work practice, the program's mission involves instilling in students the knowledge, values and ethics of the social work profession, its competency based purposes and its heritage. Our program seeks to ensure that students acquire practice and intervention strategies to effectively create social justice and to join with at-risk and disenfranchised populations in facilitating their functioning while simultaneously empowering them. Based on a liberal education perspective and a professional social work foundation, the program strives to educate students on at-risk and disenfranchised populations as well as the social contexts in which the development of effective service delivery systems transpire. Drawing from a generalist practitioner model committed to the social justice of at-risk and disenfranchised populations, social work students will be presented with multi-level strategies to advance generalist, and competency based practice. The Social Work Department at Miami University is dedicated to preparing ethical, competent, creative, and critically thinking generalist practitioners. The program strives to prepare students who are self-aware life-long learners, who deliver culturally

competent interventions, and who are optimistic about their abilities to promote well-being through all levels of social intervention.

In keeping with the overall mission, faculty of the MU Social Work Program have taken leadership roles in service, research, and teaching that have benefitted students on the Oxford campus. Specifically, faculty in the social work program have initiated and contributed to the Center for Community Engagement, the Center for American and World Cultures, Service Learning and Civic Leadership, the Mosaic Program, Bridges: A Program for Excellence, MADE@Miami, Student Achievement Research and Scholarship (STARS) and community groups within the Cincinnati inner-city neighborhood of Over-the-Rhine.

In addition, the mission of the MU Social Work Program fits well with the overall mission of Miami University. Specifically, a transformative nature exists between the two which seeks to focus on a diverse student, faculty, and staff community; fostering high quality undergraduate and graduate learning; partnering with the community to improve the local region; establishing new relationships to transform the lives of students; and preserving sustainable partnerships that are economically efficient. Below are the goals of the Miami University strategic plan that was in place at the beginning of the new MASW program in 2012.

The proposed Greater Miami Valley Joint MASW fits well with the eight goals of Miami University and the Division of Education, Health and Society (EHS) Strategic Plan. That fit is briefly described below.

#### GOAL 1: EMBRACE DIVERSITY

*Foster the acceptance and inclusion of difference including race, ethnicity, class, gender identity, sexual orientation, ability and religion. Cultivate and connect diverse environments and communities and Prepare culturally proficient practitioners for multiple contexts.* The establishment of a MASW program at MU fits the aforementioned goal through its efforts to date that include faculty contributions to the Center for Community Engagement, the Center for American and World Cultures, Service Learning and Civic Leadership, the Mosaic Program, Bridges: A Program for Excellence, MADE@Miami, Student Achievement Research and Scholarship (STARS) and community groups within the Cincinnati inner-city neighborhood of Over-the-Rhine. The establishment of an MASW with WSU will continue to embrace and cultivate such connections for the betterment of each university as well as the faculty and students.

#### GOAL 2: BUILDING COMMUNITY

*Create a community of engaged learners. Participate in reciprocal community partnerships. Embody an organization that nurtures individual aspirations while promoting a communal spirit of shared responsibility.* Social work faculty in the FSW department at MU continue to excel in building community through their efforts on county, local and state boards as well as their contributions to various non-profit organizations in the southwest Ohio region. The Greater Miami Valley Joint MASW will continue such efforts by partnering with the community to improve the local region and by preserving sustainable partnerships that promote competent and communal efficiency.

### GOAL 3: THINKING CRITICALLY

*Develop students' capacity for achieving perspective, constructing and discerning relationships, and gaining understanding. Promote a balance among theory, inquiry, and practice. Prepare liberally educated students (in the spirit of the Miami Plan). Prepare caring, competent, and transformative/conscientious practitioners. Promote critical reflection as a means to interrogate the cultural, political, and moral contexts of institutions and professional practice.* The Greater Miami Valley Joint MASW is dedicated to preparing ethical, competent, creative, and critically thinking social work practitioners that deliver competent interventions, and who are optimistic about their abilities to promote well-being through all levels of social intervention.

### GOAL 4: CREATING KNOWLEDGE

*Lead through outstanding scholarship and scientific inquiry. Demonstrate excellence in teaching, recognizing students as our first priority and engaging them in the learning process. Pioneer innovations in implementing technology across the curriculum. Actively participate in university, state, national, and international venues. Develop cohesive programs. Lead by modeling integrity and honesty.* The Greater Miami Valley Joint MASW can help recruit students from local accredited social work programs (WSU, MU, and Cedarville) and schools offering non-accredited social work programs (Central State) and related degrees (University of Dayton, Urbana University). These programs have highly diverse populations of students whose access to a MASW program will be greatly enhanced. The proposed MASW will remove a significant geographic obstacle to accessing a graduate program in social work that will lead to the initial career placement and advancement of participating students.

### GOAL 5: WORKING ACROSS DISCIPLINES

*Pursue interdisciplinary approaches to the construction of knowledge. Value and create cross division/discipline/department programs for addressing educational, health and social issues. Engage multiple paradigms.* The establishment of the Greater Miami Valley Joint MASW engages in the utility and strength of each university and the possible collaboration with other departments (i.e. the Scripps Gerontology Center) in addressing the social issues and needs of the social work profession in the 21<sup>st</sup> Century.

### GOAL 6: ADVANCE SOCIAL CHANGE

*Promote the advancement of social justice and equity. Assist in ameliorating social problems. Create, foster and actively participate in democratic communities.* Social Work faculty at MU are committed to the advancement of social change. This commitment is evident in their current research which covers areas such as interventions with at-risk and disenfranchised populations, social welfare policy, adoption and international adoption, social advocacy, and diversity. Given the similar commitment by the WSU faculty, the promotion and advancement of social change will only expand through the establishment of the MASW program.

### GOAL 7: CULTIVATE COLLABORATION

*Facilitate the interchange of ideas across all constituencies. Cultivate leadership grounded in emancipation and empowerment. Strengthen the vision shared by external partners and*

*colleagues.* The establishment of the Greater Miami Valley Joint MASW will meet the regional need of providing more employees in this region. Needs assessments for the program in the west central region were conducted in 2004 and 2010 in which surveys were sent to local social service directors, students (BSWs and non-BSWs), and alumni of WSU and MU. In addition, the needs assessment conducted in 2004 and 2010 (see below) support the goal of “*cultivating collaboration*” between external partners and colleagues (i.e. MU and WSU).

#### GOAL 8: FOSTER A GLOBAL PERSPECTIVE

*Pursue and share knowledge and strategies in the interest of strengthening our global society. Engage in and value comparative perspectives of educational and social issues. Promote cross-cultural exchange through study abroad experiences. Foster social and environmental sustainability.* Miami University recognizes that the world is more interconnected than ever before and that a student's future success depends on global competence. Miami now ranks among the top 25 U.S. universities in study abroad programs. With such distinction, many Undergraduate students in the BSSW program at Miami University take advantage of the study abroad program. It is hoped that graduate students in the proposed MASW with WSU will someday be able to take advantage of such comparative perspectives of educational and social issues related to social work.

#### **Mission and Goals of Wright State University:**

The collaborative and innovative nature of the proposed Greater Miami Valley Joint MASW fits very well with the WSU Vision and Mission statements, which are:

##### **Vision Statement:**

“In the pioneering spirit of the Wright Brothers, Wright State will be Ohio’s most innovative university, known and admired for our diversity and for the transformative impact we have on the lives of our students and on the communities we serve”.

##### **Mission Statement**

**We transform the lives of our students and the communities we serve.**

We are committed to:

- achieving learning outcomes through innovative, high quality programs for all students: undergraduate, graduate and professional;
- conducting scholarly research and creative endeavors; and
- engaging in significant community service.

The mission of the WSU Social Work Department fits well with the WSU values that drive its vision: focus on a diverse student, faculty, and staff community; fostering high quality undergraduate and graduate learning; partnering with the community to improve the local region; establishing new relationships to transform the lives of students; and preserving sustainable partnerships that are economically efficient.

##### **WSU Social Work Mission Statement**

The Social Work Department at Wright State University is dedicated to preparing ethical, competent, creative, and critically thinking generalist practitioners who pursue their work from a social justice perspective. The program strives to prepare students who are self-aware life-long learners, who deliver culturally competent interventions, and who are optimistic about their abilities to promote well-being through all levels of social intervention.

Faculty in the Social Work program have been leaders in service, research, and teaching that have benefitted students across the entire campus. Those cross-disciplinary initiatives have included service learning, including contributing to the service learning citizenship certificate; diversity, including teaching a General Education course entitled, *Cultural Competency in a Diverse World*, participating in the Quest, the annual WSU diversity conference, and serving on the University Diversity Advocacy Council; offering a Gerontology Certificate to all students; and offering courses cross-listed with *Women's Studies*, *African American Studies*, and *Honors*.

In 2013, Wright State University embarked on a new strategic planning process that will be implemented over the next five years. The goals listed below are part of the strategic plan that was in place when the Greater Miami Valley Joint MASW program began in 2012.

The proposed Greater Miami Valley Joint MASW fits well with the five goals of the WSU and College of Liberal Arts Strategic Plan. That fit is briefly described below:

#### GOAL 1: ACADEMIC DISTINCTIVENESS AND QUALITY

*Enhance our distinctive learning experience to produce talented graduates with the knowledge and skills essential for critical thinking, meaningful civic engagement, international competency, an appreciation for the arts, life-long learning and the ability to lead and adapt in a rapidly changing world.* The establishment of a MASW program at WSU fits the objective under this goal to “diversify and enrich academic and professional programs” and has been an objective of the CoLA strategic plan since the WSU/OSU partnership.

#### GOAL 2: EDUCATIONAL ATTAINMENT

*Enhance student access to and successful participation in higher education through quality and innovative instruction and student life programs that increase graduation and career placement for a diverse student body.* The Greater Miami Valley Joint MASW can help recruit students from local accredited social work programs (WSU, MU, and Cedarville) and schools offering non-accredited social work programs (Central State) and related degrees (University of Dayton, Urbana University). These programs have highly diverse populations of students whose access to a program will be greatly enhanced. The proposed MASW will remove a significant geographic obstacle to accessing a graduate program in social work that will lead to initial career placement and advancement of participating students.

#### GOAL 3: RESEARCH AND INNOVATION



*Expand our scholarship in innovative and targeted ways to address regional, national and global needs.* The WSU faculty have contributed to scholarship in the areas of child welfare, gerontology, Appalachian studies, service learning, diversity, family violence prevention, community-based evaluation, criminal justice, and social advocacy. The faculty have helped contribute to over 2 million dollars of local, state, and federal grant funded research, including a federal/state child welfare training grant that is in its sixth year. This research and innovation will only expand through the partnership with MU and the establishment of the MASW program.

#### GOAL 4: COMMUNITY TRANSFORMATION

*Provide leadership to promote and support social, cultural and economic development within the region through collaborations with local, state, national and global partners.* The establishment of the Greater Miami Valley Joint MASW will meet the regional need of providing more employees in this region. Needs assessments for an MASW program in the west central region were conducted in 2004 and 2010 in which surveys were sent to local social service directors, students (BSWs and non-BSWs), and alumni of WSU and MU. In 2004, 77% (246) of the 319 WSU BSW alumni participants stated they would have applied to a MSW program if it were available at WSU when they graduated and 48% of the same respondents stated they will apply when there is a MSW program at WSU. Thirty percent (86) of the non-BSW alumni participants (285) stated they would have applied to a MSW program at WSU if it were available when they graduated and 17% of the same respondents will apply to a MSW program at WSU. In 2010, 76.5% (124) of students surveyed (163) from MU, WSU, Cedarville, Central State University, and the University of Dayton, stated they support the proposed MASW program. In 2004, 82.5% (52) of directors polled from counseling and social work agencies (63 participants) stated they would support a MSW degree at WSU and 73% (46) stated they would encourage their employees to complete the MSW degree. Fifty-seven percent (36) indicated they would increase their hiring of MSW employees with the introduction of a MSW program at WSU. In 2010, 91% (31) of social work agency directors polled (34) stated they support the proposed WSU/MU MASW program. Sixty-five percent (22) directors stated that the proposed program would increase their hiring of graduates and 61% (20) stated they would encourage employees to complete the proposed MASW program. Forty-five percent of the respondents (15) would provide financial assistance to employees to attend the proposed program.

#### GOAL 5: VALUED RESOURCES

*Develop and sustain the human, financial and physical resources required to accomplish the university's strategic goals.* Since both WSU and MU are part of large campuses, the existing facilities meet our needs, particularly with the offering of evening and weekend classes, where there is less competition for classroom space. Current technology exists for us to offer courses via closed-circuit television on the two campuses simultaneously and to offer on-line courses. Furthermore, both technology and existing processes also assist in the critical stages of matriculation of students: recruitment, admission, financial aid, placements (if necessary), course management/self-auditing, graduation, and alumni relation. In essence, the student experiences a nearly transparent experience of the joint program with separate admission procedures, for

example. Additionally, MU has recently opened up their Voice of America (VOA) campus located in West Chester and have a regional campus at Middletown Ohio, both of which are about equal distance between the Dayton WSU and MU campuses (i.e., only about a 20-30 mile drive). These locations for coursework are easily accessible by persons living in the Dayton, Oxford, and surrounding communities.

### **Mission's Fit with Meeting Region's Needs**

The US Bureau of Labor Statistics reported in 2008 that the employment of social workers is expected to increase by 22% from 2006-2016, which is much faster than the average for all occupations. In addition, the Bureau of Labor projects a 19% increase for child, family, and school social workers, a 24% increase for medical and public health social workers (especially working with older adults), and a 30% increase for mental health and substance abuse social workers. Persons with graduate degrees in social work will fill many of these new positions.

Needs assessments for an MSW program in the west central region of Ohio were conducted in 2004 and 2010 for which surveys were sent to local social service directors, students (BSWs and non-BSWs), and alumni of WSU and MU. WSU conducted the needs assessment in 2004 and found that 77% (246) of the 319 WSU BSW alumni participants stated they would have applied to a MSW program if it were available at WSU when they graduated. Further, 48% of the same respondents indicated they will apply when there is a MSW program at WSU. Thirty percent (86) of the non-BSW alumni participants (285) stated they would have applied to a MSW program at WSU if it were available when they graduated and 17% of the same respondents indicated they will apply to a MSW program at WSU.

The 2004 WSU needs assessment survey showed that 82.5% (52) of directors polled from counseling and social work agencies (63 participants) stated they would support a MSW degree at WSU, and 73% (46) stated they would encourage their employees to complete the MSW degree. Fifty-seven percent (36) indicated they would increase their hiring of MSW employees with the introduction of a MASW program at WSU.

In 2010, more than three-fourths (77%; 124) of students and alumni surveyed (163) from MU, WSU, Cedarville University, Central State University, and the University of Dayton, stated they support the proposed joint MASW program. Meanwhile, 22% of the students/alumni (35) were unsure about whether or not they were in support of the proposed program (many of these respondents said they wanted more information), and less than 2% (3) said they did not support the collaboration. Many Miami University students noted the benefit of being able to get a MSW degree from their alma mater. For example, one student/alumnus noted: "Miami is my undergrad. If I could stay here for grad school, it would be so much easier. I already know the campus and the people. Not to mention Ohio needs more MSW program opportunities." Another student added: "Miami has a strong BSW program; it would be beneficial for those interested in pursuing an MSW at the same institution." Other students also shared their support and enthusiasm, one of whom stated: "Please keep me up to date on any developments. I know many

people who have been waiting for a program like this.” Another student said simply: “Let's get the ball rolling on this! It's a great idea!”

The 2010 needs assessment survey undertaken by both WSU and MU revealed that 97% (33) of social work agency directors polled (34) stated they support the proposed WSU/MU MASW program. Sixty-five percent (22) directors stated that the proposed program would increase their hiring of MSW graduates, and 61% (20) stated they would encourage employees to complete the proposed MASW program. Further, 45% of the respondents (15) would provide financial assistance to employees to attend the proposed program. Many of the directors explained their support for the proposed MASW program by citing the need in this area for such a graduate program.

One director discussed this need and also posited how Miami University's undergraduate program could also benefit from the offering of this MSW degree: “There are limited MSW programs in the area. Providing another option for this degree, especially from a prestigious university like MU, would draw more students/potential employees to the area. In addition, many BSW students plan to obtain their MSW right after graduation. The BSW program at MU could see an increase in enrollment if students knew they could stay with MU for the MSW.”

Another director explained her/his support: “Well trained MSW's are greatly needed in our community and the joint MSW program would be able to meet that need. I have also spoken to several BSW's who have expressed an interest in attending an MSW program that would be offered by either University.”

One student/alumnus who completed the 2010 needs assessment survey explained her/his support for the proposed program: “I would be able to travel a shorter distance compared to the programs set in place now. I was even considering moving to complete the master's program, but if they created one at Miami University I wouldn't have to.” Another student/alumnus noted: “Miami is my undergrad. If I could stay here for grad school, it would be so much easier. I already know the campus and the people. Not to mention Ohio needs more MSW program opportunities.” An additional student added: “Miami has a strong BSW program; it would be beneficial for those interested in pursuing an MSW at the same institution.” Other students also shared their support and enthusiasm, one of whom stated: “Please keep me up to date on any developments. I know many people who have been waiting for a program like this.” Another student said simply: “Let's get the ball rolling on this! It's a great idea!”

MU, WSU, and Cedarville University collectively graduate at least 100 BSWs each year, which would provide applicants for the accelerated and regular programs. There are seven local universities that offer related baccalaureate degrees, making students eligible to enter the proposed MASW program, including MU's branch campuses. As pointed out from the constituents surveyed, the proposed MU/WSU MASW program would meet the geographical needs of the central and western counties of Ohio and possibly promote social work throughout the state of Ohio.

MU, WSU, and Cedarville University collectively graduate at least 100 BSWs each year, which would provide applicants for the accelerated and regular programs. There are seven local universities that offer related baccalaureate degrees, making students eligible to enter the proposed MASW program, including MU's branch campuses. As pointed out from the constituents surveyed and the narrative provided, the proposed MU/WSU MASW program would meet the geographical needs of the central and western counties of Ohio and possibly promote social work throughout the state of Ohio.

Further evidence of the fit of the program with the region is the positive enrollment response in the first two years of the program. We received over 30 applications for both Fall 2012 and 2013. Our goal was 30 applicants for both Fall terms. We accepted 25 students for both enrollment periods. Due to attrition, there are 19 students in the first two-year cohort that will graduate Spring 2014 and 22 students in the new cohort that began Fall 2013. There are ten students (our goal was 15) who started the Advanced Standing program for BSW graduates. These students began Summer 2013 and most will graduate Spring 2014.

<b>1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.</b>
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The program's goals flow directly from its mission. The programs goals are

1. Prepare lifelong learners of social work practice.
2. Prepare persons to master social work knowledge, skills, and values.
3. Prepare graduates to contribute to the profession of social work.
4. Prepare graduates to master advanced generalist direct practice skills.
5. Prepare graduates to master advanced generalist macro practice skills.
6. Prepare graduates to promote diversity and cultural competence.
7. Prepare graduates to promote social and economic justice.
8. Prepare graduates to reduce oppression at the local, state, national, and global levels.
9. Prepare graduates to improve the broader human condition.

The goal statements are taken directly from the Mission Statement. All graduates of the program are expected to demonstrate achievement of each of the goals. In Table 3 there is a brief description of how the program will help students reach each goal.

**Table 3**

**Greater Miami Valley Joint MASW Goals’ Fit with the PROGRAM’S MISSION**

<b>Mission</b>	<b>Goals</b>
<p>The program seeks to provide and develop social work knowledge and skills that facilitate students in becoming lifelong learners and leaders who become effective change agents.</p>	<p>The program will provide and prepare students with knowledge for competent advanced generalist practice and prepare students to integrate and internalize social work ethics and values that promote social and economic justice and improved service outcomes for oppressed populations. Lastly, this goal is further derived by preparing students to be responsible for their continued growth and development upon graduation.</p>
<p>The program’s mission involves contributing to the profession of social work through advanced generalist practice which emphasizes effective practice and policy skill development.</p>	<p>The program’s goals subscribe to this particular part of the mission by promoting scientific inquiry as well as policy practice, and empowerment and advocacy skills as integral to service and practice delivery. This goal speaks to the synergy in the classroom and field in which students seek and develop a competency based purpose congruent with the social work profession and advanced generalist practice.</p>
<p>Our program seeks to ensure that students acquire practice and intervention strategies to effectively create social and economic justice and to join with oppressed populations in facilitating their functioning while simultaneously empowering them</p>	<p>The goals of the program support this mission by preparing students for multi-modal and multi-level practice with oppressed populations that focuses on the dignity and worth of the person, human rights, and integrity. In addition, the goal is derived from the mission by promoting and informing students about the social systems framework in relation to behavior, policy development and proactive change. Each of the aforementioned goals –derived from the mission–work toward joining and empowerment for and with oppressed populations.</p>
<p>The collaborative program’s mission seeks to promote diversity and cultural competency as well as provide the contexts in which the development of effective advanced generalist service delivery systems transpire.</p>	<p>This goal is derived from the mission by promoting and preparing students to integrate and internalize social work ethics and values that promote social justice and improved service outcomes with diverse populations. This is further congruent with the program’s mission in that</p>

	students are prepared for advanced generalist practice that focuses on the broader human condition.
Drawing from an advanced generalist practitioner model committed to the social and economic justice of oppressed populations, social work graduate students will be presented with strategies to advance generalist practice, and competency based practice.	The program's goals reflect this in the mission by promoting scientific, advanced inquiry as well as emphasizing effective practice and policy skill development that promotes diversity and cultural competency, social and economic justice, reduces oppression, and improves the broader human condition. This goal is further reflective and derived from the mission in that students are informed about systems in relation to behavior, policy development and practice with oppressed populations.

As displayed in Table 3, the MASW program's mission and goals reflect a synergy that is derived from each of the larger Universities (Miami and Wright State University) as well as the program's advanced generalist orientation, and the needs of the surrounding communities in the southwest, Ohio geographic area. The greatest need in the surrounding area is poverty and the lack of available resources. Such issues have created an on-going disenfranchised and oppressed population that requires practice and intervention strategies to effectively create social and economic justice. The synergy required to respond to this population has resulted in our program's approach to advanced generalist practice that infuses not only the mission and goals of the program, but also focuses on the interplay between policy development, behavior, human needs, risks, reliance of systems, and contexts. In doing so, students will acquire and develop competency to create proactive change with disenfranchised and oppressed populations in the southwest, Ohio area.

## Accreditation Standard M2.0—Curriculum

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

Advanced Generalist Practice is the concentration for the Greater Miami Valley Joint MASW. Advanced generalist practice is taught through the concentration courses in the second year of the two-year full-time program.

We define advanced generalist professional as a person who uses critical thinking skills and differential application of advanced social work knowledge, theories, skills, values and ethics in the assessment of and intervention with micro, mezzo, and macro level systems.

The Advanced Generalist MASW professional:

- Is prepared to meet the needs of all clients
- Focuses on culturally competent, ethical practice that ranges from case management and clinical practice with individuals, families and groups through organizational administration and change, policy development, and community practice.
- Is prepared to assume leadership in both direct and indirect practice settings.
- Is committed to improving the lives of clients and the social work profession.
- Is committed to social and economic justice.
- Is committed to the implementation of evidence based practices.
- Is committed to understanding and applying multi-modal strategies based on a holistic assessment of the client situation as defined mutually by client and action systems.
- Applies a global perspective in understanding the context of oppression, promotion of social work values, and the promotion of universal human rights.

The Advanced Generalist Practice curriculum builds upon the foundation generalist practice courses taught in the first year of the two-year, full-time program. All students will take the following courses which comprise the Advanced Generalist Practice concentration: Social Work Research II (3CH) and Social Work Research III (3CH); Advanced Generalist Social Work Practice I (3CH) – Direct Practice; Advanced Generalist Social Work Practice II (3CH) – Macro Practice; and SW Field Practicum and Lab II (6CH).

Additionally, students will also choose one of two Focus Areas: Families and Children or Older Adults. Students must complete at least one Elective, one Practice Course, one Policy Course, and Field Practicum and Lab III in the Focus Area they choose.

Examples of Families and Children electives are: *Child Welfare I & II*, *African American Families Living in Appalachian Regions*, and *Mental Health and Literature*. Examples of Older Adults electives are: *Later Life Families, Aging and End-of-Life Issues*, and *Women and Aging*.

The emphasis of the Advanced Generalist Practice concentration is that all students will master direct practice and macro practice knowledge, skills, and values at the advanced level of social work practice. Additionally, each student will master direct practice and macro practice knowledge, skills, and values to work with Families and Children or Older Adults.

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

The programs goals stated in the mission statement are:

1. Prepare lifelong learners of social work practice.
2. Prepare leaders of the social work knowledge, skills, and values.
3. Prepare graduates to contribute to the profession of social work.
4. Prepare graduates to master advanced generalist direct practice skills.
5. Prepare graduates to master advanced generalist macro practice skills.
6. Prepare graduates to promote diversity and cultural competence.
7. Prepare graduates to promote social and economic justice.
8. Prepare graduates to reduce oppression at the local, state, national, and global levels.
9. Prepare graduates to improve the broader human condition.

These goals fit well with our definition of Advanced Generalist Practice and Advanced Generalist Practitioner. In Table 4, we show the match between the definition of Advanced Generalist Practice and the goals of the MASW program..

**Table 4**

**Advanced Generalist Practice Definition’s Fit with Program Goals**

<b>Goals of MASW Collaborative</b>	<b>Definition of Advanced Generalist Practice</b>
2. Prepare leaders of the social work knowledge, skills, and values.	Builds on a generalist foundation and integrates advanced knowledge, skills, and values.
4. Prepare graduates to master advanced generalist direct practice skills. 5. Prepare graduates to master advanced generalist macro practice skills.	Increases the depth and breadth for practice from a multi-modal perspective.
4. Prepare graduates to master advanced generalist direct practice skills. 5. Prepare graduates to master advanced generalist macro practice skills.	Increases the depth and breadth for practice from a multi-level perspective.
6. Prepare graduates to promote diversity and cultural competence.	Increases the depth and breadth for practice from a culturally competent perspective.



4. Prepare graduates to master advanced generalist direct practice skills. 5. Prepare graduates to master advanced generalist macro practice skills.	Increases the depth and breadth for practice from an intersectional perspective
2. Prepare leaders of the social work knowledge, skills, and values.	Increases the depth and breadth for practice from a theoretically grounded perspective.
4. Prepare graduates to master advanced generalist direct practice skills. 5. Prepare graduates to master advanced generalist macro practice skills.	Supports interventions occurring at micro, mezzo, and macro levels.
1. Prepare lifelong learners of social work practice. 2. Prepare leaders of the social work knowledge, skills, and values. 3. Prepare graduates to contribute to the profession of social work.	Provides the capacity for independent evidence-based practice.
2. Prepare leaders of the social work knowledge, skills, and values. 4. Prepare graduates to master advanced generalist direct practice skills. 5. Prepare graduates to master advanced generalist macro practice skills.	Provides for the enhancement of the profession through research and evaluation at all levels of practice.
7. Prepare graduates to promote social and economic justice. 8. Prepare graduates to reduce oppression at the local, state, national, and global levels. 9. Prepare graduates to improve the broader human condition.	Engages in practice with a lens of social justice and attention for vulnerable populations.

Each student will master each of the above goals. The collective curriculum will help students master all competencies and practice behaviors described under Standard 2.0.3. Reaching all of the competencies and mastering all of the practice behaviors for foundation and concentration courses will result in the student meeting all of the goals of the mission statement.

The program design that integrates the foundation, Advanced Generalist Practice, Field Education as the signature pedagogy, and the Focus Area courses is described under Standard 2.0.5.

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

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

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide social work 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.

Each syllabus identifies the competencies taught in that course. Each competency will be taught throughout the foundation and concentration courses. Each competency will be taught multiple times throughout the curriculum. The MASW graduate will have practiced and mastered each competency multiple times and demonstrated the application of the competencies in the field education and in the other MASW classes.

**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].**

The practice behaviors listed below are the program's operational definition of how each competency is mastered. Each syllabus identifies the practice behaviors mastered in that course and how those practice behaviors are measured. Application of all practice behaviors will be expected before the completion of the MASW. Demonstration of foundation practice behaviors will be expected before moving on to the practice behaviors in the concentration courses.

In order to graduate with a MASW, students will master the practice behaviors at the level expected of Advanced Generalist Practice, meaning that the student will apply practice behaviors in more depth than expected of generalist practitioners and apply the practice behaviors expected in the concentration area chosen.

In Table 5 are listed the ten competencies. Following each competency is a set of foundation level practice behaviors. There are also Advanced Generalist practice behaviors for each

competency. Demonstration of the competency at the Advanced Generalist concentration level means that the student implements the foundation practice behaviors for that competency.

**Table 5**  
**Greater Miami Valley MASW Competencies and Practice Behaviors**

**1. Identify as a professional social worker and conduct oneself accordingly.**

*Foundation Practice Behaviors*

Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

*Advanced Generalist Practice Behaviors*

- practice self-reflection and continue to address personal biases and dispel myths regarding clients and their communities in order to advance human needs;
- demonstrate a professional demeanor that reflects awareness of and respect for child/family or older adult populations

**2. Apply social work ethical principles to guide social work practice.**

*Foundation Practice Behaviors*

Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions related to one's own behaviors by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts about one's own behaviors; and
- apply strategies of ethical reasoning to arrive at principled decisions related to one's own behaviors.

*Advanced Generalist Practice Behaviors*

- employ strategies of ethical reasoning with children/family or older adult populations that adhere to social work service delivery, values and professional ethics at the micro, mezzo, and macro levels;

- recognize and manage appropriate professional boundaries within the context of working with child/family or older adult populations;

**3. Apply critical thinking to inform and communicate professional judgments.**

*Foundation Practice Behaviors*

Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

*Advanced Generalist Practice Behaviors*

- use innovative practice models with child/family or older adult populations and their communities
- demonstrate effective oral and written communication using professional standards and practices

**4. Engage diversity and difference in practice.**

*Foundation Practice Behaviors*

Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

*Advanced Generalist Practice Behaviors*

- analyze the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power with respect to family/child or older adults;
- identify culturally competent, evidence-based practices or policies within the context of client settings.

**5. Advance human rights and social and economic justice.**

*Foundation Practice Behaviors*

Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

*Advanced Generalist Practice Behaviors*

- engage in practices that advance social and economic justice;
- teach skills to promote self-sufficiency, self- advocacy, and empowerment within the context of practice and the clients' culture.

**6. Engage in research-informed practice and practice-informed research.**

*Foundation Practice Behaviors*

Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

*Additional Advanced Generalist Practice Behaviors*

- evaluate research practice with client populations and their communities;
- analyze models of assessment, prevention, intervention, and evaluation within the context of child/family or older adult populations.

**7. Apply knowledge of human behavior and the social environment.**

*Foundation Practice Behaviors*

Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

*Advanced Generalist Practice Behaviors*

- recognize and assess social support systems and socio-economic resources specific to client systems and their communities;
- demonstrate the ability to critically appraise the impact of the social environment on the overall well-being of child/family or older adult populations and their communities

**8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

*Foundation Practice Behaviors*

Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

*Advanced Generalist Practice Behaviors*

- use social policy analysis as a basis for action and advocacy within the context of service provisions with child/family or older adult populations;
- apply knowledge of policies effecting and advancing the overall well-being of child/family or older adult populations

**9. Respond to contexts that shape practice.**

*Foundation Practice Behaviors*

Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

*Advanced Generalist Practice Behaviors*

- apply knowledge of practice within the client population context to the development of evaluations, prevention plans, and treatment strategies;
- use information technologies and organizational analysis techniques for outreach and planning multiyear projections for service delivery to client populations and their communities

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

*Foundation Practice Behaviors*

**Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

### **Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

### *Advanced Generalist Practice Behaviors*

### **Engagement**

Social workers

- recognize the unique issues and culture presented by child/family or older adult populations;
- explain the nature, limits, rights and responsibilities of the client who seeks services;

### **Assessment**

Social workers

- select and modify appropriate multi-systemic intervention strategies based on continuous assessment of child/family or older adult populations and their communities;
- assess coping strategies to reinforce and improve life situations and transitions with child/family or older adult populations

### **Intervention**

Social workers

- use a range of appropriate interventions and preventive interventions with child/family or older adult populations;
- engage client populations in ongoing monitoring and evaluation of practice processes and outcomes.

### **Evaluation**

Social workers

- use program and service delivery evaluation of processes and/or outcomes to develop best practice interventions and programs for child/family or older adult populations and communities ;
- evaluate practice to determine the effectiveness of the applied intervention on child/family or older adult populations

**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).**

Rationale for Curriculum Design

The curriculum of the Greater Miami Valley Joint MASW Program consists of 54 credit hours. Of these, 24 hours are devoted to Foundation education courses, 12 credit hours devoted to the program’s one Concentration - Advanced Generalist Practice courses, 9 credit hours devoted to Field Education and Lab courses and 9 credit hours devoted to one of two Concentration Focus Areas: Families and Children or Older Adults. All required courses are offered on Wright State University and Miami campuses for this joint program through live video feeds and meeting as one class at branch campuses.

The curriculum will be implemented in one of three time frames: 1) A two-year (4 semester) program (Table 6); 2) A three-year (6 semester) program (Table 7); and 3) A one year (3 semester) program (Table 8).

The two year format is intended for those persons who do not have full-time jobs and/or outside responsibilities accounting for more than 30 hours/week. There are 5 courses for each semester, totaling 12-15 credit hours per semester. These courses may be offered during the day, evening, or weekends.

**Table 6**  
Greater Miami Valley Joint M.A. in Social Work  
Miami University and Wright State University  
*Two-Year Program*

<b>Fall Semester Year 1</b>	<b>Spring Semester Year 1</b>
SW 7100 Social Welfare Policy I (3CH) SW 7200 Human Behavior and Social Environment I – Micro Systems (3CH) SW 7300 Social Work Practice I (3CH) SW 7400 Social Work Research I (3CH) SW 7500 Cultural Competency in Social Work (3CH)  15 hours	SW 7110 Social Welfare Policy II (3CH) SW 7210 Human Behavior and Social Environment II – Macro Systems (3CH) SW 7310 Social Work Practice II (3CH) SW 7600 Field Education (2 CH) SW ____ Field Seminar I (1 CH) SW 8220 or 8320 Concentration Focus Area Elective (3CH)  15 hours
<b>Fall Semester Year 2</b>	<b>Spring Semester Year 2</b>
SW 8100 Advanced Generalist Social Work Practice I (3CH)	SW 8110 Advanced Generalist Social Work Practice II (3CH)



SW 8200 or 8300 Concentration Focus Area Practice Course (3CH) SW 8600 Field Education II (2 CH) SW ____ Field Seminar II (1 CH) SW 7310 Social Work Research II (3 CH) 12 hours	SW 8210 or 8310 Concentration Focus Area Policy Course (3 CH) SW 8610 Field Education (2CH) SW ____ Field Seminar III (1 CH) SW 8410 Social Work Research III (3 CH) 12 hours
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The three year format is available to those students who have full-time jobs and/or outside responsibilities totaling at least 40 hours of their time each week. The number of courses per term will range between 2-3 courses totaling 6-9 credit hours. Most of these courses will be offered in the evening or Saturdays to accommodate full-time workers. The three year program allows us to adapt the curriculum to the needs of the adult learner, whom we expect to make up at least half of the students enrolled in the program.

**Table 7**  
Greater Miami Valley Joint M.A. in Social Work  
Miami University and Wright State University  
*Three-Year Program*

<b>Fall Semester Year 1</b>	<b>Spring Semester Year 1</b>
SW 7100 Social Welfare Policy I (3CH) SW 7200 Human Behavior and Social Environment I – Micro Systems (3CH) SW 7500 Cultural Competency in Social Work (3CH) 9 hours	SW 7110 Social Welfare Policy II (3CH) SW 7210 Human Behavior and Social Environment II – Macro Systems (3CH) SW 8220 or 8320 Concentration Focus Area Elective (3CH) 9 hours
<b>Fall Semester Year 2</b>	<b>Spring Semester Year 2</b>
SW 7300 Social Work Practice I (3CH) SW 8200 or 8300 Concentration Focus Area Practice Course (3CH) SW 7400 Social Work Research I (3CH) 9 hours	SW 7310 Social Work Practice II (3CH) SW 8210 or 8310 Concentration Focus Area Policy Course (3 CH) SW 7600 Field Education (2 CH) SW ____ Field Seminar I (1 CH) 9 hours
<b>Fall Semester Year 3</b>	<b>Spring Semester Year 3</b>
SW 8100 Advanced Generalist Social Work Practice I (3CH) SW 8600 Field Education II (2 CH) SW ____ Field Seminar II (1 CH) SW 7310 Social Work Research II (3 CH) 9 hours	SW 8110 Advanced Generalist Social Work Practice II (3CH) SW 8600 Field Education III (2 CH) SW ____ Field Seminar III (1 CH) SW 8410 Social Work Research III (3 CH) 9 hours

The one year program was offered for the first time in the summer of 2013 for students who graduated from a CSWE accredited BSW program, had a cumulative GPA of at least 3.25, and are selected among all students who apply to this accelerated program. Students take 45 credit hours over three semesters beginning with the summer term; 20 hours are being waived with the understanding that a BSW curriculum from a CSWE accredited program covers the content that is required for these Foundation sequences: HBSE, Social Welfare Policy, Social Work practice at the generalist level and Field Placement I (equivalent to 300 hours in field). Accelerated students are required to take Research I course designed specifically for BSW students. Research I lays the groundwork for graduate level research and evaluation that will help students complete the practice behaviors in Research II and III. This course has evaluation content and graduate level research methods that do not repeat content from an undergraduate research course. Accelerated students also take Cultural Competency in Social Work Practice as the practice behaviors from this course will be applied in all other courses and not all BSW programs require a similar course taught from a social work perspective. Students will take a 1 credit hour field seminar in the summer that helps them transition to the MASW program and includes a group, service project.

**Table 8**  
 Greater Miami Valley Joint M.A. in Social Work  
 Miami University and Wright State University  
*One-Year Program*

	<b>Summer Semester Year 1</b>
	SW 7400 Graduate Social Work Research (3CH) SW 7500 Cultural Competency in Social Work (3CH) SW 7600 Field Seminar I (1 CH) SW 8220 or 8320 Concentration Focus Area Elective (3CH) <div style="text-align: right;">10 hours</div>
<b>Fall Semester Year 2</b>	<b>Spring Semester Year 2</b>
SW 8100 Advanced Generalist Social Work Practice I (3CH) SW 8200 or 8300 Concentration Focus Area Practice Course (3CH) SW 8600 Field Education II (2 CH) SW _____ Field Seminar II (1 CH) SW 7310 Social Work Research II (3 CH) <div style="text-align: right;">12 hours</div>	SW 8110 Advanced Generalist Social Work Practice II (3CH) SW 8210 or 8310 Concentration Focus Area Policy Course (3 CH) SW 8600 Field Education III (2 CH) SW _____ Field Seminar III (1 CH) SW 8410 Social Work Research III (3 CH) <div style="text-align: right;">12 hours</div>

### **Foundation Courses:**

The Foundation Courses are:

*Social Welfare Policy I and II*  
*Human Behavior and Social Environment I and II*  
*Social Work Practice I*  
*Cultural Competency in Social Work Practice*  
*Social Work Research I*  
*Field Education and Seminar I*

Each social work course provides knowledge to promote competency and an understanding of the dynamics of social and economic justice and theoretical and economic strategies for removing barriers to achieving social and economic justice. Throughout the curriculum, students are provided with theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The foundation social work courses also incorporate content about families, children and other marginalized and disenfranchised populations. By completion of their first year, students have completed coursework which provides them with an understanding of the societal barriers which deny access to resources and create and maintain marginalized and disenfranchised populations. In addition, students gain knowledge and skills to develop strategies for encouraging economic and social justice. This content is provided through policy, practice, theory, and research courses.

Mastery of the competencies and practice behaviors in the Foundation courses are required before taking the Advanced Generalist Practice Courses. The Foundation courses are developed to teach students the 41 generalist practice behaviors across the ten competencies.

Six of the Foundation courses are taught in sequence: *Social Welfare Policy I and II; Human Behavior and Social Environment I and II; and Social Work Practice I and II*. Students in the advanced standing program are not required to take these courses under the assumption that students from CSWE accredited programs have mastered the practice behaviors in BSW curriculums.

### **Concentration Courses:**

The concentration courses are conceptualized as Advanced Generalist Social Work Practice Courses and are:

*Advanced Generalist Social Work Practice I and II*  
*Advanced Generalist Concentration Focus Area 3 course sequence*  
*Social Work Research II and III*

*Field Education I and II*  
*Field Seminar II and III*

The only initial Concentration in the Greater Miami Valley Joint MASW program is Advanced Generalist. More details of the program's application of the Advanced Generalist concentration follows. The following are the rationale for selecting Advanced Generalist as the only concentration:

- 1) The faculty's assertion that Advanced Generalist knowledge, skills, and values best apply to all MASW students, whether those students pursue clinical or administrative jobs in social work.
- 2) Students in the Advanced Generalist concentration will receive more content on macro level theory and interventions than if there was a Clinical concentration option.
- 3) The Advanced Generalist concentration is not a concentration in the two MSW programs within closest proximity to the Greater Miami Valley Joint MASW program: The Ohio State University and the University of Cincinnati.
- 4) The Advanced Generalist concentration is the starting point from which we can develop separate concentrations in the future based on the unique contexts of our faculty, students, and community. For example, due to our proximity to Wright Patterson Air Force Base and the Veteran's Administration, a concentration focused on serving military families may be established.
- 5) There are two Concentration Focus Areas, Families and Children and Older Adults, which do give students opportunities to learn theory and interventions with these two populations.

Each student, regardless of their Concentration Focus Area (i.e. Older Adults or Families and Children), will learn direct practice skills expected of all MASW graduates. In addition, every student, regardless of their concentration, will learn administrative and advocacy skills. As a result, all students will graduate as Advanced Generalist Practitioners and not as persons in a "clinical" or "administrative" track. As such, the program defines and identifies Advanced Generalist Practice as a multi-level, multi-modal problem solving process which embraces the value of providing support and empowerment to marginalized and disenfranchised populations. The program's definition of generalist (foundation) and advanced generalist social work appears on every syllabus.

Along the lines of advanced generalist, the Greater Miami Valley Joint MASW program recognizes the interactions of various systems and the interrelated involvement of ethical social work practice, policy, research and field education in creating and promoting economic and social justice. The social systems approach will act and correspond to the theoretical orientation underpinning this program. This social systems approach is reflected in the program's definition of Advanced Generalist Practice and is integrated into the social work curriculum. Through a variety of teaching methods, student assignments, and instructor activities students come to see social policy, social work practice, human behavior, research activities, marginalized and

disenfranchised populations (i.e. older adults and/or families and children), and social and economic justice from a social systems perspective.

The integration of social work values and ethics are infused and integrated throughout the class and field curriculum. As already described, Foundation courses enhance moral commitment and encourage students to engage in principled and ethical thinking. For example, foundation courses introduce students to social work values and ethics while courses such as cultural competency expands on students' knowledge of and appreciation for human diversity. Similarly, in the Advanced Generalist Concentration, students take policy, practice, and research courses, all of which integrate content to encourage competency as an Advanced Generalist Practitioner. Students are expected to have the ability to present, write about, and to discuss content from an Advanced Generalist Practitioner approach. Finally, courses are infused with assignments and activities (i.e. role plays and case studies) to obtain competency in field education.

All students will take *Advanced Generalist Social Work Practice I and II* and *Social Work Research II and III*, totaling 12 credit hours. Additionally, students will select three courses (9 credit hours) from one of two *Advanced Generalist Concentration Focus Areas*: 1) Family and Children or 2) Older Adults. The key component of the Advanced Generalist Concentration is that micro, mezzo, and macro practice behaviors are integrated repeatedly.

**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.**

Below is a list of the courses that will be offered in the Greater Miami Valley Joint MASW program. A syllabus for each course is contained in Volume II of the self study.

Social Welfare Policy I

Human Behavior and Social Environment I – Micro Systems

Social Work Practice I

Social Work Research I

Cultural Competency in Social Work Practice

Social Welfare Policy II

Human Behavior and Social Environment II – Macro Systems

Social Work Practice II

Social Work Field Placement and Seminar I

Advanced Generalist Social Work Practice I

Concentration Focus Area Practice Course – Families and Children

Concentration Focus Area Practice Course – Older Adults

Social Work Research II

Social Work Field Placement and Seminar II

Advanced Generalist Social Work Practice II

Concentration Focus Area Policy Course – Families and Children

Concentration Focus Area Policy Course – Older Adults

Social Work Field Placement and Seminar III

Social Work Research III

Concentration Focus Area Elective – Families and Children

Concentration Focus Area Elective – Older Adults

Students will be provided multiple opportunities to apply theory and demonstrate mastery of the core competencies through the assigned readings, written assignments, exams, and class exercises.

The concept of Advanced Generalist Practice ties the curriculum together. All non-BSW students will have foundation courses in Social Welfare Policy (Policy I & II); Practice with micro- and meso- level systems (individuals, families, and groups) (Practice I); Practice with macro-level systems (communities, and organizations) (Practice II); Theories of Human Behavior (HBSE I), Theories of Groups, Communities, and Organizations (HBSE II); Cultural Competency in Social Work practice, and Research/Evaluation Methods (Research I). BSW graduates will have the option to waive some or all of these courses through Advanced Standing or by having courses from accredited BSW programs evaluated for equivalency.

Students will then choose between a concentration focus area working with Families and Children or a concentration focus area working with Older Adults. In the concentration, students will take a general elective; a direct practice course; and an administration/policy course related

to the selected concentration. The second year field education sites and labs will also be connected to the specific concentration focus area.

All students, regardless of focus area, will complete the Advanced Generalist Social Work Practice concentration. The courses in the concentration are described here. Advanced Generalist Social Work Practice I teaches advanced theories of engagement, assessment, intervention, and evaluation with families, children, and intervention groups. There will be a strong component on DSM and other diagnostic tools expected of clinical social workers. All students, regardless of concentration, will take Advance Generalist Social Work Practice II which teaches advanced theories on organization behavioral and advocacy and administrative skills such as grant writing and evaluation planning.

Social Work Research II will focus on quantitative, statistical data analysis and qualitative data collection and analysis. In Social Work III, students will apply research/evaluation methodology to a culminating research project carried out in their field placement.

**Operational Definition of Each Competency**

Tables 9 and 10 operationalize the connection between each competency, associated practice behavior, and measurements of the students’ mastery of the practice behavior. Table 9 lists the foundation practice behaviors, the foundation courses in which the practice behavior is measured and the specific course assignments that measure accomplishment of the practice behavior. Table 10 lists the concentration practice behaviors, the concentration courses in which the practice behavior is measured and the specific course assignments that measure accomplishment of the practice behavior.

All of the practice behaviors in both tables are measured by the field supervisor evaluation. Additionally, at least one additional measure is made of each practice behavior. The description of the measurements is found in more detail under EP 4 – Assessment. A full description of the courses occurs in this section following Tables 9 and 10.

**Table 9  
Greater Miami Valley Joint MASW  
Operationalization of Competencies and Foundation Practice Behaviors**

<b>Competency</b>	<b>Foundation Practice Behaviors</b>	<b>Courses</b>	<b>Measures</b>
1. Identify as a professional	advocate for client access	Field Ed I Soc Wel Pol I	Field Supervisor Evaluation Social Service Resource Paper

social worker and conduct oneself accordingly.	to the services of social work		
	practice personal reflection and self-correction to assure continual professional development	Field Ed I HBSE I - Micro	Field Supervisor Evaluation Weekly Self Reflection Assignments
	attend to professional roles and boundaries	Field Ed I Filed Seminar I	Field Supervisor Evaluation Autobiography
	demonstrate professional demeanor in behavior, appearance, and communication	Field Ed I SW Prac I – Micro SW Prac II - Macro	Field Supervisor Evaluation Social Work Agency Experience Community Presentation & Role Play
	engage in career-long learning	Field Ed I Field Seminar I Res I	Field Supervisor Evaluation Autobiographical essay Pretest and quizzes
	use supervision and consultation	Field Ed I Field Seminar I	Field Supervisor Evaluation Autobiographical essay
2. Apply social work ethical principles to guide social work practice	make ethical decisions related to one's own behaviors by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation



	International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.		
	tolerate ambiguity in resolving ethical conflicts	Field Ed I Field Seminar I	Field Supervisor Evaluation Autobiographical essay
	apply strategies of ethical reasoning to arrive at principled decisions	Field Ed I Field Seminar I	Field Supervisor Evaluation Autobiographical essay
3. Apply critical thinking to inform and communicate professional judgments.	distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Field Ed I Soc Wel Pol I  HBSE I – Micro SW Prac I – Micro SW Prac II - Macro Res I  Cultural Comp	Field Supervisor Evaluation Reflection Papers, Comparative Analysis Paper, Exam 1 & 2 Mini Paper and Final Exam Exam 3 Final Exam Article Dissections/Peer Reviews Quizzes, Contextual Analysis Paper
	analyze models of assessment, prevention, intervention, and evaluation.	Field Ed I SW Prac I – Micro SW Prac II - Macro  Cultural Comp  Research I	Field Supervisor Evaluation Exams 1 & 2 Group Proposal & Community Project  Quizzes, Evidence Based Research of culturally specific group Grant or IRB Proposal
	demonstrate effective oral and written	Field Ed I HBSE I – Micro HBSE II – Macro	Field Supervisor Evaluation Mini Paper & Final Exam Social Justice Paper & Final Exam

	communication in working with individuals, families, groups, organizations, communities, and colleagues.	Cultural Comp	Evidence Based Research of culturally specific group
4. Engage diversity and difference in practice.	recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	Field Ed I Soc Wel Pol I  Soc Wel Pol II HBSE I – Micro HBSE II – Macro Cultural Comp  Research I	Field Supervisor Evaluation Freedom Center Reflection Paper, Social Service Resource Assignment Social Justice Leader Paper Mid-term paper & Final Exam Community Agency Paper & Final Exam Contextual Analysis paper Research question; poster presentation; class survey analysis
	gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Field Ed I Cultural Comp	Field Supervisor Evaluation Cultural Identity Paper I
	recognize and communicate their understanding of the importance of difference in shaping life experiences;	Field Ed I Cultural Comp	Field Supervisor Evaluation Cultural Identity Paper II
	view themselves as learners and engage those with whom they work as	Field Ed I HBSE II - Macro Cultural Comp	Field Supervisor Evaluation Community Agency Paper Cultural Identity Paper II, Cultural Immersion paper

	informants.		
5. Advance human rights and social and economic justice.	understand the forms and mechanisms of oppression and discrimination	Field Ed I Soc Wel Pol I  Soc Wel Pol II  Cultural Comp	Field Supervisor Evaluation Freedom Center Reflection Paper, Social Service Resource Assignment Weekly reflections, Policy Practice Engagement Paper, Policy Brief Contextual Analysis Paper
	advocate for human rights and social and economic justice;	Field Ed I Soc Wel Pol II  Cultural Comp	Field Supervisor Evaluation Weekly reflections, Policy Practice Engagement Paper, Policy Brief Cultural Identity Paper II
	engage in practices that advance social and economic justice .	Field Ed I Soc Wel Pol II  Cultural Comp	Field Supervisor Evaluation Weekly reflections, Policy Practice Engagement Paper, Policy Brief Cultural Identity Paper II
6. Engage in research-informed practice and practice-informed research.	use practice experience to inform scientific inquiry;	Field Ed I Res I	Field Supervisor Evaluation Research Portfolio
	use research evidence to inform practice.	Field Ed I HBSE I – Micro Res I	Field Supervisor Evaluation Final Exam Poster presentation
7. Apply knowledge of human behavior and the social environment.	utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Field Ed I HBSE II - Macro	Field Supervisor Evaluation Community Agency Paper & Final Exam
	utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of family/child	Field Ed I Field Semin	

	or older adult populations;		
	critique and apply knowledge to understand person and environment.	Field Ed I HBSE II – Macro Research I	Field Supervisor Evaluation  Article Dissection, peer review, grant/IRB proposal; poster presentation
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	analyze, formulate, and advocate for policies that advance social well-being;	Field Ed I Soc Wel Pol I Soc Wel Pol II	Field Supervisor Evaluation Historical person/context Paper Policy Brief
	collaborate with colleagues and clients for effective policy action.	Field Ed I Soc Wel Pol II	Field Supervisor Evaluation Policy Leader Paper
9. Respond to contexts that shape practice.	continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;	Field Ed I So Wel Pol I HBSE II - Macro	Field Supervisor Evaluation Comparative Analysis paper
	provide leadership in promoting sustainable changes in service delivery and practice to	Field Ed I Field Seminar I	Field Supervisor Evaluation Autobiography

	improve the quality of social services		
	Apply best practices knowledge to advocate for change in service delivery.	Field Ed I Field Seminar	Field Supervisor Evaluation Case Presentation
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.		Field Ed I Field Seminar I HBSE I – Micro HBSE II – Macro SW Prac I – Micro SW Prac II - Mezzo	Field Supervisor Evaluation Case Presentation Mini Paper & Final Exam Community Agency Paper Role Plays Group Role Plays
10. (a) Engagement	substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
	use empathy and other interpersonal skills;	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
	develop a mutually agreed-on focus of work and desired outcomes	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
10. (b) Assessment	collect, organize, and interpret client data.	Field Ed I Field Seminar I Res I	Field Supervisor Evaluation Case Presentation Analysis of class survey data
	assess client	Field Ed I	Field Supervisor Evaluation

	strengths and limitations;	Field Seminar I	Case Presentation
	develop mutually agreed-on intervention goals and objective;	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
	select appropriate intervention strategies.	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
10. (c) Intervention	initiate actions to achieve organizational goals;	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
	implement prevention interventions that enhance client capacities;	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
	help clients resolve problems;	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
	negotiate, mediate, and advocate for clients;	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
	facilitate transitions and endings;	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
	demonstrate the capacity to reflect on one's own responses that influence the progress in and the completion of service delivery.	Field Ed I Field Seminar I	Field Supervisor Evaluation Case Presentation
10. (d) Evaluation	critically analyze, monitor, and evaluate	Field Ed I Field Seminar I Res I	Field Supervisor Evaluation Case Presentation Grant/IRB Proposal Evaluation

	interventions.		
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**Table 10**  
**Greater Miami Valley Joint MASW**  
**Operationalization of Competencies and Concentration Practice Behaviors**

<b>Competency</b>	<b>Concentration Practice Behaviors</b>	<b>Courses</b>	<b>Measures</b>
1. Identify as a professional social worker and conduct oneself accordingly.	practice self-reflection and continue to address personal biases and dispel myths regarding clients and their communities in order to advance human needs.	Field Ed II & III Field Seminar III Research III  Advanced Generalist Practice I	Field Supervisor Evaluation Reflection paper and oral presentation Culminating Paper, Identify as a Professional Social Worker section and Professional Development and Lifelong Learning section  Presentation
	demonstrate a professional demeanor that reflects awareness of and respect for child/family or older adult populations	Field Ed II & III Field Seminar III Research III	Field Supervisor Evaluation Social Worker Interview Culminating Paper, Identify as a Professional Social Worker section and Professional Development and Lifelong Learning section
2. Apply social work ethical principles to guide social work practice	employ strategies of ethical reasoning with children/family or older adult populations that adhere to social work service delivery, values and professional ethics at the micro, mezzo, and macro levels.	Field Ed II & III Research III	Field Supervisor Evaluation Culminating Paper, Employ ethical principles section
	recognize and manage appropriate professional boundaries within	Field Ed II & III Field Seminar III Research III	Field Supervisor Evaluation Reflection paper and oral presentation Culminating Paper, Employ ethical principles section

	the context of working with child/family or older adult populations		
3. Apply critical thinking to inform and communicate professional judgments.	use innovative practice models with child/family or older adult populations and their communities	Field Ed II & III Field Seminar III Research III  Advanced Generalist Practice I	Field Supervisor Evaluation Reflection Paper and oral presentation Culminating Paper, Micro and Macro Theory sections Paper, Presentation, Exams
	demonstrate effective oral and written communication using professional standards and practices.	Field Ed II & III Field Seminar II Research III  Advanced Generalist Practice I	Field Supervisor Evaluation Organizational Analysis Paper and Presentation Culminating Paper, Micro and Macro Theory sections Paper, Presentation, Exams
4. Engage diversity and difference in practice.	analyze the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power with respect to family/child or older adults;	Field Ed II & III Field Seminar III Research III Advanced Generalist Practice I	Field Supervisor Evaluation Reflection Paper and oral presentation Culminating Paper, Cultural Competency section Paper, Presentation, Exams
	identify culturally competent, evidence-based practices or policies within the context of client settings.	Field Ed II & III Field Seminar II Research III Advanced Generalist Practice I	Field Supervisor Evaluation Organizational Analysis Paper & Presentation Culminating Paper, Cultural Competency section Paper, Presentation, Exams
5. Advance human rights and social and economic justice.	engage in practices that advance social and economic justice;	Field Ed II & III Field Seminar III Research III	Field Supervisor Evaluation Social Worker Interview Culminating Paper, Engage in policy practice section
	teach skills to	Field Ed II & III	Field Supervisor Evaluation



	promote self-sufficiency, self-advocacy, and empowerment within the context of practice and the clients' culture	Research III	Culminating Paper, Engage in policy practice section
6. Engage in research-informed practice and practice-informed research.	evaluate research practice with client populations and their communities	Field Ed II & III Field Seminar III Research III Advanced Generalist Practice I	Field Supervisor Evaluation Social Worker Interview Culminating Paper, Research & Evaluation section. Paper, Presentation.
	analyze models of assessment, prevention, intervention, and evaluation within the context of child/family or older adult populations.	Field Ed II & III Field Seminar II Research III	Field Supervisor Evaluation Organizational Analysis Paper & Presentation Culminating Paper, Research & Evaluation section.
7. Apply knowledge of human behavior and the social environment.	recognize and assess social support systems and socio-economic resources specific to client populations and their communities;	Field Ed II & III Field Seminar III Research III	Field Supervisor Evaluation Reflection Paper and oral presentation Culminating Paper, Human Behavior and Social Environment section
	demonstrate the ability to critically appraise the impact of the social environment on the overall well-being of child/family or older adult populations and their communities.	Field Ed II & III Field Seminar II Research III	Field Supervisor Evaluation Organizational Analysis Paper & Presentation Culminating Paper, Human Behavior and Social Environment section

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	use social policy analysis as a basis for action and advocacy within the context of service provisions with child/family or older adult populations;	Field Ed II & III Research III	Field Supervisor Evaluation Culminating Paper, Engage in Policy Practice section.
	apply knowledge of policies effecting and advancing the overall well-being of child/family or older adult populations	Field Ed II & III Field Seminar II Field Seminar III Research III	Field Supervisor Evaluation Organizational Analysis Paper & Presentation Social Worker Interview Culminating Paper, Engage in Policy Practice section.
9. Respond to contexts that shape practice.	apply knowledge of practice within the client population context to the development of evaluations, prevention plans, and treatment strategies;	Field Ed II & III Field Seminar III Research III Advanced Generalist Practice I	Field Supervisor Evaluation Social Worker Interview Culminating Paper, Client System Context section. Paper, Presentation, Exams
	use information technologies and organizational analysis techniques for outreach and planning multiyear projections for service delivery to client populations and their communities.	Field Ed II & III Field Seminar II Research III	Field Supervisor Evaluation Organizational Analysis Paper & Presentation Culminating Paper, Client System Context section.
10. Engage, assess, intervene, and evaluate with		Field Ed II & III Field Seminar III	Field Supervisor Evaluation Reflection Paper and oral presentation, Social Worker Interview

individuals, families, groups, organizations, and communities.		Research III Advanced Generalist Practice I	Culminating Paper, Micro and Macro Practice Theory sections. Paper, Presentation, Exams
10. (a) Engagement	recognize the unique issues and culture presented by child/family or older adult populations	Field Ed II & III Research III	Field Supervisor Evaluation Culminating Paper, Micro and Macro Practice Theory sections.
	explain the nature, limits, rights and responsibilities of the client who seeks services	Field Ed II & III Research III	Field Supervisor Evaluation Culminating Paper, Micro and Macro Practice Theory sections.
10. (b) Assessment	select and modify appropriate multi-systemic intervention strategies based on continuous assessment of child/family or older adult populations and their communities;	Field Ed II & III Research III	Field Supervisor Evaluation Culminating Paper, Micro and Macro Practice Theory sections.
	assess coping strategies to reinforce and improve life situations and transitions with child/family or older adult populations	Field Ed II & III Research III	Field Supervisor Evaluation Culminating Paper, Micro and Macro Practice Theory sections.
10. (c) Intervention	use a range of appropriate interventions and preventive interventions with child/family or	Field Ed II & III Research III	Field Supervisor Evaluation Culminating Paper, Micro and Macro Practice Theory sections.

	older adult populations;		
	engage client populations in ongoing monitoring and evaluation of practice processes and outcomes.	Field Ed II & III Research III	Field Supervisor Evaluation Culminating Paper, Micro and Macro Practice Theory sections.
10. (d) Evaluation	use program and service delivery evaluation of processes and/or outcomes to develop best practice interventions and programs for child/family or older adult populations and communities;	Field Ed II & III Research III	Field Supervisor Evaluation Culminating Paper, Micro and Macro Practice Theory sections.
	evaluate practice to determine the effectiveness of the applied intervention on child/family or older adult populations.	Field Ed II & III Field Seminar III Research III	Field Supervisor Evaluation Reflection Paper and oral presentation Culminating Paper, Micro and Macro Practice Theory sections. Culminating Paper, Micro and Macro Practice Theory sections.

### **Social Work Field Education: Signature Pedagogy**

Students engage in **900** hours of field education and concurrent seminars spread out over three terms. In each course and in field education, students are expected to apply and integrate content concerning marginalized and disenfranchised populations and social and economic justice to apply a comprehensive application of Advanced Generalist Practice to various systems in society.

*Field Education I and Seminar I* is part of the Foundation courses and where students will apply the foundation practice behaviors to a field setting. *Field Education I and Seminar I* begins after completing the foundation courses of *Social Welfare Policy I, HBSE I, Social Work Practice I, Social Work Research I and Cultural Competency*. Students take the first field education and seminar for a total of 3 academic credits and 300 field hours. Each field education is

accompanied by a seminar which provides for the integration of the systems and generalist framework accompanied by the students' experiences in the field. The field education provides students the opportunity to integrate and apply the social work generalist knowledge in a supervised social work setting. Furthermore, the *Field Education I and Seminar I* integrate core social work foundation course material and *Field Education II and III and Seminars II and III* integrate advanced, concentration courses to prepare students for advanced generalist social work practice.

The field education provides students the opportunity to integrate and apply their classroom knowledge, competency and theoretical perspectives in a supervised social work setting. As an integrated and sequenced component to advanced generalist social work practice, students are expected to carry out tasks in order to meet the mission and goals related to social work values and ethics, diversity, human well-being and social and economic justice, and at-risk populations. The successful completion of these tasks and their relation to specific competencies are evaluated by the field supervisor and shared with the student and the field liaison/director for the purpose of solidifying the importance of connecting the class and practice setting as well as applying social work knowledge, skills and competencies in these areas. Through journaling, goals and tasks established, and regular meetings, students share with the faculty field liaison/director their understanding and application of social work values and ethics, understanding and showing respect for diversity, understanding barriers to meeting needs for at-risk populations, and developing multi-model and multi-intervention strategies to advocate for human rights and social and economic justice. Students take their field seminars concurrently with the field education. In these integrative seminars, students are required to read articles, write papers, and give presentations in which they evidence competency in their identity with the social work profession, apply ethical principles in practice, apply critical thinking in practice, incorporate diversity in practice, advocate for human rights and social and economic justice, respond to contexts that shape practice, and engage, assess, intervene and evaluate individuals, families, groups, organizations and/or communities. As such, students are prepared to connect the class and practice setting in their implementation of advanced generalist practice. The goals for students as well as the desired results are reflected in the programs competencies for students in each sequenced class. These include preparing students for graduate level generalist social work practice by facilitating, integrating and infusion the Program's mission, goals, and explicit and implicit curriculum into practice and service delivery.

All practice behaviors are measured in the field placement by the field supervisor. The measure used is the Field Education I Contract/Evaluation. The foundation practice behaviors expected from completion of *Field Seminar I* are: engage in career-long learning; use supervision and consultation (Competency 1); tolerate ambiguity in resolving ethical conflicts; apply strategies of ethical reasoning to arrive at principled decisions (Competency 2); collaborate with colleagues and clients for effective policy action (Competency 8); provide leadership in promoting

sustainable changes in service delivery and practice to improve the quality of social services (Competency 9); substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; use empathy and other interpersonal skills; develop a mutually agreed-on focus of work and desired outcomes; collect, organize, and interpret client data; assess client strengths and limitations; develop mutually agreed-on intervention goals and objectives; select appropriate intervention strategies; initiate actions to achieve organizational goals; implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients; facilitate transitions and endings; and critically analyze, monitor, and evaluate interventions (Competency 10).

### **Social Welfare Policy Foundation Sequence**

The social welfare policy foundation sequence is designed to provide students with the knowledge, values, and skills to both understand and act on social conditions that limit opportunities for equality and social justice.

The first course, *Social Welfare Policy I*, focuses on how current policies, programs, and service delivery systems impact existing and emerging social problems, issues, and conflicts. Emphasis of this course is placed on history of the development of social welfare as an institution and the sociopolitical contexts that framed the conditions creating social welfare policy – many of which remain in effect today. Emerging policy issues and the workings of governmental institutions are juxtaposed to this course content, processes, and outcomes.

The purpose of the second course, *Social Welfare Policy II*, is for students to apply a conceptual framework – an intellectual and logical way of thinking – for analyzing historical, existing, and proposed social welfare policies in a range of social services delivery systems. Building on the overall framework for analysis (problem/policy/program), the students will analyze a current state or federal policy and whether that policy has reduced the target social problem. The policy analysis will focus on the impact of social welfare policy options and service programs on the needs of the poor, ethnic minorities, women, and other oppressed groups in need of social and economic justice.

The foundation practice behaviors expected from completion of *Social Welfare Policy I and II* are: advocate for client access to the services of social work (Competency 1); distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom (Competency 3); recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create and enhance privilege and power (Competency 4); understand the forms and mechanisms of oppression and discrimination (Competency 5); analyze, formulate and advocate for policies that advance social well-being (Competency 8); and continuously discover, appraise and attend to changing locales, populations, scientific and

technological developments, and emerging social trends to provide relevant services (Competency 9).

These two foundation policy courses must be completed before taking the Advanced Generalist Practice II course which focuses on macro and policy practice behaviors and the Concentration Focus Area II which focuses on policies impacting the delivery of services to Families and Children or Older Adults.

### **Human Behavior and Social Environment (HBSE) Foundation Sequence**

The Human Behavior in the Social Environment (HBSE) sequence examines the person-in-situation matrix with a specific focus on human diversity. Models of development across the human life span define one axis and are taught in HBSE I, while critical contexts (individuals, family, groups, communities, organizations, and society) define the other axis of the forces that affect social functioning and are taught in HBSE II.

The first course, *Human Behavior in the Social Environment I* examines diverse human behavior in the social environment through an integration of various theoretical perspectives using the social systems approach. The social systems approach provides a framework through which to view client systems in the context of the family, groups, organizations, communities and institutions. HBSE I will focus primarily on theories related to individuals and families. In addition, the course examines the synergy between the bio-psycho-social self as well as the economic impact on populations-at-risk from a variety of theoretical perspectives within a social systems framework. Within this course, content is presented from the perspective primarily of micro and mezzo systems, with a focus on the interaction of these systems from a social systems framework.

The second course, *Human Behavior in the Social Environment II* also examines diverse human behavior in the social environment through a social systems approach with a focus on the impact of macro systems on individuals, families, and groups. Students are expected to integrate information and the competency gained in HBSE I as they examine various theories concerning societal impact on human behavior in the social environment. HBSE II takes a social systems perspective by examining various theories about how social institutions impact human functioning. HBSE II content is presented primarily from the perspective of macro systems, with a focus on the interaction of macro systems on meso and micro systems.

HBSE II continues to infuse the competency achieved by students in HBSE I and the aforementioned areas by examining content about values and ethical issues, populations-at-risk, diversity, and social and economic justice infused through class lectures, readings, exercises, and assignments. Content from the sequence of HBSE courses is continued in the social work field

education and seminar courses. The HBSE courses and field provide students with the opportunity to further their competency in this content area and to integrate this content area with other social work and foundation content areas.

The foundation practice behaviors expected from completion of *HBSE I and II* are: practice personal reflection and self-correction to assure continual professional development (Competency 1); distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (Competency 3); recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (Competency 4); use research evidence to inform practice (Competency 6); utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; critique and apply knowledge to understand person and environment (Competency 7); and substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (Competency 10).

### **Social Work Practice Foundation Sequence**

*Social Work Practice I* is a social work practice course preparing students for generalist, graduate level social work practice. This course is built on the foundation of educational social work courses students are completing as well as courses in human behavior in the social environment and social welfare policy. Social Work Practice I focuses the knowledge and skills of the social work process. Specific attention is given to working with micro level systems of individuals and families, emphasizing the interactions of these systems with mezzo and macro level systems. *Social Work Practice I* is taught alongside *HBSE I* for the full-time program and after having *HBSE I* in the part-time program. The rationale is that students need the micro and mezzo level theories prior to or along with the course that focuses on interventions with micro and mezzo systems.

*Social Work Practice II* is a social work practice course preparing students for generalist, graduate level social work practice. This course is built on the foundation of educational courses students have completed, as well as courses in human behavior in the social environment and social welfare policy. Social Work Practice II focuses the knowledge and skills of the social work process, with specific attention to working with groups and community. *Social Work Practice 2* is taught alongside *HBSE II* for the full-time program and after having *HBSE II* in the part-time program. The rationale is that students need the macro level theories prior to or along with the course that focuses on interventions with macro systems.



In both *Social Work Practice I and Social Work Practice II*, a social systems approach is utilized as students learn about developing professional relationships throughout the social work process. Through these two courses, a multi-modal, multi-level approach prepares students as they learn to work collaboratively with clients and other social systems. Within the social work practice sequence, students are presented with case material concerning clients from differing social, cultural, racial, religious, and class backgrounds and with differing sexual orientations, mental and physical abilities to which they must apply social work practice knowledge and skills. Social work values and ethics are infused in this sequence, as is content on diversity, populations-at-risk, and social and economic justice. Through assignments, lectures, readings, activities, and examinations content from the social work practice sequence is integrated with other social work foundation content. The Field Education and Seminars then provide the opportunity to integrate practice content with content from the other foundation areas. In summary, the social work practice sequence, with other social work foundation courses, provides content to prepare students for generalist, graduate level social work practice.

The foundation practice behaviors expected from completion of *Social Work Practice I and II* are: attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance, and communication (Competency 1); recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (Competency 2); distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (Competency 3); use research evidence to inform practice (Competency 6); substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; and use empathy and other interpersonal skills (Competency 10).

### **Social Work Research Foundation Course**

*Social Work Research I* provides an overview of social work research and evaluation methods and prepares students to begin thinking of the research or evaluation design they will develop and implement in Social Work Research II and III. The first course in the research sequence is concerned with formulating and carrying out plans for answering research questions. In planning research, attention must be focused on specifying the purpose of the research, identifying the variables, developing the instruments for collecting information and administering the instruments to human subjects under conditions which safeguard the self-determination,

confidentiality and physical/mental integrity of participants. The aim of the course is to provide the student with a basic competence in the scientific method of investigation. In addition to understanding how to discover knowledge, students will become critical consumers of research, participants in the research process and integrators of social work knowledge from different areas of the social work curriculum.

By taking the research course early in the curriculum (1<sup>st</sup> term of the 3 term and 4 term programs and 3<sup>rd</sup> term of the 6 term program), students master practice behaviors to critically apply evidence based knowledge to all of their courses and to be able to evaluate practices they implement in their field education settings. Understanding social work research is so important that BSW students in the accelerated program are also required to take all three research courses.

The foundation practice behaviors expected from completion of *Social Work Research I* are: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation (Competency 3); recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create and enhance privilege and power (Competency 4); use practice experience to inform scientific inquiry; use research evidence to inform practice (Competency 6); utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment (Competency 7).

### **Cultural Competency Foundation Course**

The *Cultural Competency in Social Work Practice* course is required of all students and is required in the first term for all students to emphasize the importance of respecting diversity in social work practice and policy. This course is required even of the BSW students in the accelerated program because the content taught in this course is more theoretical and in-depth than most cultural diversity courses taken by undergraduate students.

This course is designed to provide students with a conceptual framework for effective social work practice with persons from diverse backgrounds. Course content addresses the interlocking, complex configuration of personal and cultural identity, while facilitating understanding and respect for diverse populations. Students will be educated “to recognize diversity within and between groups that may influence assessment, planning, intervention, and research.” Additionally, students will learn culturally appropriate interventions for use with affected groups.

The purpose of this course is to enhance the student's understanding of our diverse society. This course will provide content about differences and similarities in the experiences, needs and beliefs of selected minority groups and their relations to the majority group. This course is also designed to examine personal, socio-economic, political and historical aspects of social oppression directed at certain minority populations. We will examine the often invisible forces (homophobia, racism, sexism, classism, etc.) that operate in this society to profoundly shape and alter the life experiences of large numbers of people. Human worth, dignity, values and social justice are some of the major themes that will permeate the course materials and lectures. We will also examine issues of political diversity and cultural and political hegemony.

The foundation practice behaviors expected from completion of *Cultural Competency* are: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; demonstrate effective oral and written communication in working with families, groups, organizations, communities, and colleagues (Competency 3); recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create and enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; recognize and communicate their understanding of the importance of difference in shaping life experiences; view themselves as learners and engage those with whom they work as informants (Competency 4); understand the forms and mechanisms of oppression and discrimination; advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice (Competency 5).

### **Advanced Generalist Social Work Practice Concentration Courses:**

The Advanced Generalist Social Work Practice Courses are:

*Advanced Generalist Social Work Practice I and II*

*Advanced Generalist Concentration Focus Area 3 course sequence*

*Social Work Research II and III*

*Field Education Seminar II and III*

The only initial Concentration in the Greater Miami Valley Joint MASW program is Advanced Generalist. More details of the program's application of the Advanced Generalist concentration follows. The following are the rationale for selecting Advanced Generalist as the only concentration:

- 6) The faculty's assertion that Advanced Generalist knowledge, skills, and values best apply to all MASW students, whether those students pursue clinical or administrative jobs in social work.

- 7) Students in the Advanced Generalist concentration will receive more content on macro level theory and interventions than if there was a Clinical concentration option.
- 8) The Advanced Generalist concentration is not a concentration in the two MSW programs within closest proximity to the Greater Miami Valley Joint MASW program: The Ohio State University and the University of Cincinnati.
- 9) The Advanced Generalist concentration is the starting point from which we can develop separate concentrations in the future based on the unique contexts of our faculty, students, and community. For example, due to our proximity to Wright Patterson Air Force Base and the Veteran's Administration, a concentration focused on serving military families may be established.
- 10) There are two Concentration Focus Areas, Families and Children and Older Adults, which do give students opportunities to learn theory and interventions with these two populations.

Each student, regardless of their Concentration Focus Area (i.e. Older Adults or Families and Children), will learn direct practice skills expected of all MASW graduates. In addition, every student, regardless of their concentration, will learn administrative and advocacy skills. As a result, all students will graduate as Advanced Generalist Practitioners and not as persons in a "clinical" or "administrative" track. As such, the program defines and identifies Advanced Generalist Practice as a multi-level, multi-modal problem solving process which embraces the value of providing support and empowerment to marginalized and disenfranchised populations. The program's definition of generalist (foundation) and advanced generalist social work appears on every syllabus.

Along the lines of advanced generalist, the Greater Miami Valley Joint MASW program recognizes the interactions of various systems and the interrelated involvement of ethical social work practice, policy, research and field education in creating and promoting economic and social justice. The social systems approach will act and correspond to the theoretical orientation underpinning this program. This social systems approach is reflected in the program's definition of Advanced Generalist Practice and is integrated into the social work curriculum. Through a variety of teaching methods, student assignments, and instructor activities students come to see social policy, social work practice, human behavior, research activities, marginalized and disenfranchised populations (i.e. older adults and/or families and children), and social and economic justice from a social systems perspective.

The integration of social work values and ethics are infused and integrated throughout the class and field curriculum. As already described, Foundation courses enhance moral commitment and encourage students to engage in principled and ethical thinking. For example, foundation courses introduce students to social work values and ethics while courses such as cultural competency expands on students' knowledge of and appreciation for human diversity. Similarly, in the Advanced Generalist Concentration, students take policy, practice, and research courses, all of which integrate content to encourage competency as an Advanced Generalist Practitioner.

Students are expected to have the ability to present, write about, and to discuss content from an Advanced Generalist Practitioner approach. Finally, courses are infused with assignments and activities (i.e. role plays and case studies) to obtain competency in field education.

All students will take *Advanced Generalist Social Work Practice I and II* and *Social Work Research II and III*, totaling 12 credit hours. Additionally, students will select three courses (9 credit hours) from one of two *Advanced Generalist Concentration Focus Areas*: 1) Family and Children or 2) Older Adults. The key component of the Advanced Generalist Concentration is that micro, mezzo, and macro practice behaviors are integrated repeatedly.

### **Advanced Generalist Field Education and Seminar Sequence**

*Field Education II and III and Seminars* are taken in two sequential terms and after the *Foundation Field Education I* has been completed. These field education placements and seminars integrate advanced and concentrations courses to prepare students for advanced generalist practice behaviors and social work practice. Each Field Education is for 300 hours. Students are expected to remain in the same field education setting for *Field Education II and III*. The field site for the advanced generalist field education must be different than the field site for *Field Education I*. Students will enroll concurrently in *Advanced Generalist Practice I and II* while in *Field Education II and III*.

Students are expected to master all advanced generalist (concentration) practice behaviors over the span of Field Education II and III. Students must reach all 10 competencies each semester, but have the entire year to reach all advanced generalist practice behaviors.

### **Advanced Generalist Social Work Practice Sequence**

The two Advanced Generalist Social Work Practice courses are taken in sequential terms after students have completed the Foundation courses and Foundation practice behaviors.

#### **Advanced Generalist Social Work Practice I (Practice)**

This course teaches advanced generalist social work direct practice skills with individuals, families and small groups. These skills are applied during the following stages of social work intervention: Engagement, Assessment and Evaluation. Content will include the accurate application of DSM and other clinical assessment tools, an understanding of social deviance, and the application of clinical treatment models, such as cognitive, behavioral, strengths based, psychodynamic, psycho-educational and group approaches. As in the Program's other courses, social work values and ethics are infused in this sequence, as is content on how to use the DSM,

the history of mental health and illness, and the assessment and treatment of various early on-set and chronic mental health disorders. Through assignments, lectures, readings, activities, and examinations content from the social work practice sequence is integrated with other social work foundation content. The Field Education and Seminar then provide the opportunity to integrate the competency obtained in the practice content with content from the other foundation areas. In summary, the advanced generalist social work practice course, with other social work foundation courses, provides content to prepare students for advanced generalist, graduate level social work practice.

### *Advanced Generalist Social Work Practice II (Policy)*

Course content of *Advanced Generalist Social Work Practice II (Policy)* analyzes the historical and current interactions of social welfare policies, programs, and services. Students are expected to examine and apply information concerning the social, political, and economic contexts within the institution of social welfare as well as the impact of such contexts on at-risk and oppressed populations. Students will then develop strategies to bring about social change and social justice. This advanced generalist social work practice course also promotes the knowledge and competency of the nature and impact of policy decisions on the social welfare of at-risk and oppressed populations. As such, themes of social and economic justice will permeate this course as students acquire skills in policy practice and value driven advocacy. Along these same lines, it should also be noted that in *Social Welfare Policy I* content is provided concerning the history, mission, and philosophy of the social work profession as it pertains to the institution of social welfare and at-risk and oppressed populations. This introduction continues in greater depth in *Social Welfare Policy II* with a focus on the impact of policies and services on social work practice and on at-risk populations.

In the *Advanced Generalist Social Work Practice II (Policy)* course, students analyze social welfare policies, examining both historical and present contexts which have contributed to their formation and application to at-risk and oppressed populations. Throughout this sequence, social work faculty stress principles of economic and social justice and provide students with information, activities, and assignments which will enable students to adequately and competently analyze social policies from a social justice perspective. Content on social work values and ethics, diversity, and at-risk populations are infused throughout this sequence.

### **Advanced Generalist Concentration Focus Area Sequence.**

The two primary themes infused throughout the curriculum are (a) marginalized and disenfranchised populations and (b) social and economic justice. The Greater Miami Valley Joint MASW Program focuses on two distinct marginalized and disenfranchised populations: 1)

Families and Children and 2) Older Adults. This is further explored by the nature of older adults and families and children based on age, ethnicity, race, culture, class, religion, sexual orientation, gender, and/or physical or mental ability which may act as barriers and/or access to societal resources necessary to meet their needs.

Students will select one of the two Concentration Focus Areas: 1) Families and Children or 2) Older Adults. Within the selected Focus Area, students will take three courses: a *Concentration Focus Area Elective* that provides an overview of both direct practice and policy related to the population, a *Concentration Focus Area Practice* course that provides an overview of direct practice theory and interventions with the population; and a *Concentration Focus Area Policy* course which provides an overview of relevant, current state and federal policies impacting services to the population.

In the 2 year and 3 semester programs, the *Concentration Focus Area* courses will be taken concurrently with the *Advanced Generalist I and II* courses. For the 3 year program, students will take the *Concentration Focus Area* courses concurrently with the *Foundation Social Work Practice* courses in order to not schedule Foundation practice courses and *Advanced Generalist Practice* courses at the same time. In all programs, the emphasis on advanced generalist micro, mezzo, and macro theories and interventions will be reinforced in the *Advanced Generalist Practice* sequences and the *Advanced Generalist Concentration* sequence.

The faculty at both Miami University and Wright State University have much teaching, research, and service experience in the two Concentration Focus Areas. At Miami University, many of the faculty have taught graduate level courses in the Family Studies program. At Wright State University, students and faculty have participated in the state-wild Title IV-E child welfare training program for over 8 years and can extend this program to the MASW students. At both Miami and Wright State, faculty have expertise in the field of social gerontology. Wright State has a long-standing Gerontology Certificate program and Miami has an internationally renowned graduate program of Gerontology.

Students will be in field education settings that allow them to apply the Advanced Generalist Practice and Concentration Focus Area content directly to working with children, families, or older adults.

### **Advanced Generalist Research Sequence**

The two foundation practice behaviors for Competency 6 are reinforced in every foundation and advanced generalist course: “use practice experience to inform scientific inquiry and use research evidence to inform practice”. *Social Work Research II and III* provide students the knowledge and skills to conduct applied research and evaluation. Since the culminating research

project is to be applied to the student's field education setting, *Social Work Research II and III* are taken concurrently with *Field Education II and III*.

*Social Work Research II* concerns the data analysis component of social science research and program evaluation. The course covers the procedures for the rigorous, valid, reliable, and credible collection and analysis of quantitative and qualitative data to arrive at decisions that improve interventions and contribute to knowledge. Students will begin to develop the research design for their culminating research project which is to be applied to their field education setting.

In *Social Work Research III*, complete a culminating paper that applies all of the competencies and advanced generalist practice behaviors to a case situation from the student's field placement site. Students must successfully complete the culminating research project to graduate.



## Accreditation Standard 2.1—Field Education

**M2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.**

Field education is the signature pedagogy of the social work curriculum. Field education is the central form of applying the course theories, values, and skills to the practice setting. Students will complete 300 hours of field education during the second term of Year 1, 300 hours of field education in the first term of Year 2, and 300 hours of field education in the second term of Year 3. Field Education I & II will be accompanied by a seminar where all application of all program competencies will be discussed. Students are encouraged to choose two different placement sites. -. In Field Education III, students will be completing a culminating project in their field setting under the supervision of a faculty member..

The program provides students with opportunities to gain foundation and advanced level field experience in conjunction with their social work curriculum in order to enhance their knowledge and abilities in applying theory and other concepts to the respective levels of practice. Students receive feedback on their application of knowledge to practice through assignments from their seminar instructors, from their field instructors, and from instructors of other course the students are taking concurrently with field education. Students are expected to participate in field education work experiences that allow them to fulfill the ten core competencies at increasing levels of specialization and independence. Students are expected to utilize their classroom knowledge as they demonstrate their fulfillment of the ten core competencies.

At the foundation level in Field Education I, students must engage in field experience that allows one to fulfill the core competencies while developing generalist, foundation practice behaviors. The field experience component of “SW Field Education and Seminar” provides this opportunity during the second semester of the first year. At the advanced level in Field Education II & III, students must engage in field experience that allows one to fulfill the core competencies while developing advanced generalist behaviors, in an area of specialization, either in a setting providing interventions to help Children and Families or Older Adults. The advanced generalist field education experience is split between two semesters of their second year.

Students are expected to apply knowledge from their concurrent practice courses during their field experiences. In Field Education and Seminar I, the content from HBSE I & II, Policy I &

II, Practice I & II, Research I, and Cultural Competency provide the theory and concepts to complete the foundation practice behaviors. In Field Education II & III, the content from Advanced Generalist I & II, Research II & III, and the advanced generalist three course focus area courses provide the theory and concepts to complete the Advanced Generalist practice behaviors.

The description of courses at the foundation and advanced generalist levels have been provided in the previous Curriculum section of this self-study. A list of foundation and advanced generalist practice behaviors was also provided under the Curriculum section. The means for assessing student completion of practice behaviors occurs in each course syllabus. The table under the Assessment section of this self-study provides a summary of the assessment of all practice behaviors.

The agency evaluation completed by the field instructor is an assessment of student application of practice behaviors in all three field education courses. The agency contract for Field Education I measures the foundation practice behaviors and the agency contracts for Field Education II & II measures the advanced generalist practice behaviors.

<p><b>M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.</b></p>
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The Field Coordinators at both universities, Houlihan and Gentles-Gibbs, have established a list of field supervisors for field placement sites. These sites include:

- CARE House services for youth victims of sexual abuse
- Butler County Success Program
- Butler County Juvenile Rehabilitation Unit
- Christ Hospital
- Bethany Village
- Talbot House
- Alzheimer's Association
- Dayton's Veteran's Affairs Hospital
- Butler County Head Start
- Butler Behavioral Health
- United Way
- Montgomery County Children's Services
- Good Samaritan Behavioral Health
- Miami Valley Hospital
- Eastway Behavioral Health
- National Youth Advocacy Program

The agency evaluation for Field Education II & III contained in the field manual list the advanced generalist practice behaviors to be implemented in the advanced generalist field setting (Field Education II & III).

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

Students complete 300 hours each in Field Education I, II, and III. This averages to 20 hours per week over the 15 week semester. Students are required to log their hours weekly and to have the field instructors sign the logs monthly. Students are able to extend their hours up to 6 weeks into the next term, if needed. The foundation field placement (Field Education I) must be different than the advanced generalist field placement (Field Education II & III). The site for Field Education II & III is the same agency.

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

Students must meet with the Field Education Coordinator at the respective universities during the term prior to the placement: Dr. Houlihan at Miami and Ms. Gentles-Gibbs at WSU. Students must be in good standing with the program and graduate school. Academic good standing requires the student to maintain an overall 3.0 GPA, repeat any course with a grade lower than C, not take the same social work course more than 2 times, and not be able to count more than 2 Cs toward graduation. A student is placed on academic probation if she/he has below a 2.0 GPA and is eligible for dismissal if she/he is on probation for two consecutive semesters. Students must also not be in violation of the Code of Student Conduct and must not be in violation of concerns listed in the Department Dismissal Policy.

Students will complete a student profile that will assist the Field Coordinator in contacting potential agencies for the placement. The Field Coordinator will make the first contact to the agency to see if supervisors are available for the upcoming term. Upon approval of the potential agency contact person, the Field Coordinator will then instruct the student to arrange a meeting at the agency. The Field Coordinator will send the Student Profile to the agency contact person. The student and potential field supervisor will complete a form stating they approve the placement or that they do not approve the placement with the reason.

Students may begin the foundation field placement (Field Education and Seminar I) after successfully completing Social Work Practice I, HBSE I, Policy I, Research I, and Cultural Competency. They must enroll concurrently in Social Work Practice II and have taken or be taking HBSE II and Policy II. Students may begin the advanced generalist field education (Field

Education II & III) while concurrently taking Advanced Generalist II & III, Research II & III, and the advanced generalist focus area courses.

The process for enrolling in Field Education II & III is the same as applying for Field Education I. That is, students must complete an amended Student Profile that describes how the advanced generalist field setting will help the student master the advanced generalist practice behaviors related to the student's concentration focus area. The Field Education Coordinator will again make the first contact to the potential field supervisor.

The Field Education Coordinator determines readiness to begin each field education. At any time, the Grievance Procedure described in the student handbook may be implemented by a student, field supervisor, or faculty member. Syllabi for Field Education are placed in Volume 3 of this self-study document and provide the specific assignments to measure the competencies discussed in Standard M2.0.06.

**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.**

Both social work programs have a beginning list of over 200 agencies between them that have provided field education supervision for the BSW programs. The two Field Education Coordinators are continuing to review these agencies to determine which ones have MSWs who can provide supervision. A high concentration of agencies provide services to children and families (public and private child welfare agencies, behavioral health agencies, schools, Jobs and Family Services, Community Action Programs, and Catholic Social Services) and to older adults (nursing homes, area agencies on aging, and the ombudsman's office), both of which are concentration focus areas for the MASW.

The field education coordinators are contacting new potential field sites, such as hospitals, specialized mental health services, and advocacy oriented agencies. All potential field sites must be approved by the Field Education Coordinator before a student can pursue the site as a potential field placement.

Placing and monitoring students:

All students must complete the student profile form contained as an Appendix in the Field Manual. This form is used by the Field Coordinator to clarify the students' learning objectives for field education. The Field Coordinator conducts a screening interview with each student. The Field Coordinator then contacts personnel from a potential field agency before asking the student to set up an interview at the agency. The Field Coordinator sends the student's profile form prior to the interview. Both the student and field supervisor must approve the placement in writing.

The Field Coordinator provides an orientation to the students and field supervisors before the placement begins. During the orientation, the Field Coordinator provides her e mail and phone contact information. She also keeps up-to-date contact information on the agency supervisors. The Field Seminar Instructor monitors the progress of the placement from the student's point of view through reading of the assignments for seminar and through the discussions during the monthly seminars. The Field Coordinator will contact an agency if she is concerned about any issue for a student in the field.

The Field Coordinator will minimally visit each student one time each semester at their field placement site with their field supervisor. The Field Coordinator will discuss all practice behaviors with the student and supervisor during that site visit.

Field Liaison Contacts:

For the first cohort, the field liaison (seminar instructor) is the same person as the Field Coordinator. Thus, the field liaison will know if there are any concerns that need immediate attention.

Evaluating student learning and field setting effectiveness:

Students will provide an evaluation of the field seminar and complete the field setting evaluation which is contained as an Appendix in the Field Manual.

**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 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.**

Field supervisors must have a Master's Degree in Social Work (MSW) from a CSWE accredited program. Social work licensure (i.e., LSW or LISW) is not required. Exceptions may be granted with the instructor's and/or field coordinator's approval. In such cases, field supervisors must commit to reinforcing a social work perspective and the NASW Code of Ethics with training from the field coordinator and ongoing guidance from the faculty field liaison. The program Field Education Coordinators may also supplement a student's supervision if the student has minimal contact with a MSW supervisor. All arrangements for alternatives to a MSW providing supervision for a student must be approved by the respective Field Coordinator.

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

Field education supervisors will be provided an orientation once a year by the field education staff at Wright State University and Miami University. A field supervisor training was held on Jan. 14, 2013 for the supervisors of students for Spring 2013. The following materials were distributed and discussed during this 2 hour orientation: Power Point outline of the goals and objectives of the MASW Field Education I; the mission, goals, and objectives of the overall MASW program; rights and responsibilities of students, field supervisors, seminar instructors, and the field coordinators; the Field Education contract and evaluation of foundation practice behaviors; and the field education grievance procedures.

A field education orientation was also provided to the 10 students in field education for Spring 2013. This orientation was held on December 14, 2012. The same materials that were presented to the field supervisors were also presented to the field students.

Annual orientations will be continued with students and field supervisors.

The coordinators of field education will provide continuing dialogue with field education settings and field instructors through agency visits once a semester with the student and the field instructor.

**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.**

The following paragraph is contained under "Field Policies" in the Field Manual:

Field Education and Employment: CSWE accreditation standards emphasize that the field education must demonstrate a "clear differentiation between work and student learning assignments." Thus, the MASW program makes every attempt to have students complete their field education at an agency where the students are not employed. For the exception – field education at the same agency where the student is employed - the following conditions must be satisfied: 1) student must be assigned to a unit/division that differs from the regular work assignment, 2) student must be assigned a field supervisor who is not the work supervisor, and 3) the agency must provide release time for the field education.

### **A.S. 3.1 Implicit Curriculum - 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.**

A culturally inclusive learning environment is a core value of the Mission of the Greater Miami Valley Joint MASW: “Graduates will be lifelong learners and leaders, contribute to the profession of social work through advanced generalist practice which emphasizes effective practice and policy skill development to promote diversity and cultural competency, social and economic justice, reduce oppression, and improve the broader human condition”.

This inclusive learning environment is provided through the explicit (courses) and implicit curriculum. The student handbook provides information to students that respects all persons by assuring that there is no discrimination in the admissions process, advising, and all other aspects of the program. Participation from all students is encouraged in the graduate student organization. Students are informed to contact the Program Director if at any time they feel the learning environment is exclusive to any person for any reason. In the curriculum, every syllabus has a non-discrimination statement.

The Cultural Competency course is required for all students, including students with a BSW. The course is taught in the first semester of both the two and three year programs. The placement of the course in curriculum was purposeful, and intended to set the stage for examining diversity as students move through the curriculum. Students in the course focus on examining their own identity, the identities of others, and the interplay between each in practice settings. This is done by way of lectures, discussions, guest speakers, and assignments. For example, students are required to conduct a contextual analysis of a specific group. This requires students to reflect on their own identity in relation to the selected group, review the scholarly literature, interview an “informant” from the group, and synthesize the information into analysis of issues. Students are asked in a paper at the end of the course to reflect on the growth during the semester. This helps both the students and the program continuously assess ways to enhance the diversity curriculum.

Diversity content is also infused into all the courses. This was purposeful to assist students in their professional growth, and to help the students look at culture and diversity in different ways and in different settings. For example, in the Advanced Generalist Social Work Practice I (taught in the Fall of the 2<sup>nd</sup> or 3<sup>rd</sup> years), student learn about mental health and DSM criteria. In addition to looking at those living with mental illness as a diverse group, emphasis is given to examining the role culture, gender, and age play in seeking a diagnosis and treatment. Students use a popular culture novel as a case example in order to make a diagnosis and examine the critical issues surrounding the character (e.g., *72 Hour Hold* or *Taste of Salt* for culture; *Curious Incident of the Dog in the Night* or *Trans-sister Radio* for gender; *Cut* or *Still Alice* for age). The assignment requires students to consider if or how culture impacts the character, and to find scholarly literature to support or contradict their position.

Students also examine diversity in their field education (Field Education and Seminar –I-II-III). Through the reflective logs, student write about the competencies and practice behaviors, including those related to diversity and the ethics of practicing with diverse populations. It is through the course in Cultural Competency and the way that diversity is infused in the

curriculum that the Joint MASW program ensures that continuous learning and practice opportunities are provided.

The Advanced Generalist Concentration focus areas emphasize respect for populations across the lifespan, with emphasis on children and older adults. Both universities have specialized programs geared toward educating students to empower older adults. Miami University has an internationally known graduate program, the Scripps Center for Gerontological Studies, in which students can take classes toward the Older Adult focus area. Wright State has a long established Gerontology Certificate program that students in the graduate program can complete. Wright State also has a federally funded child welfare training program. A request has been made to the state officer assigned to this grant to include the Greater Miami Valley MASW students in this training program.

Both universities have an office of international education. Students are encouraged to participate in study abroad opportunities available through Miami, WSU, and other universities. In the Summer 2012, a cohort of social work students from the University of Zurich, Switzerland attended a class taught at WSU's campus. This two week course is entitled, *Comparative Social Welfare History: US and Switzerland*. Students will visit local social service agencies in the Miami Valley area. Two MASW students attended this class. Five graduate students from the Greater Miami Valley Joint MASW will be joining 5 undergraduate students to travel to Zurich during the Summer 2014. Additionally, international and global issues are infused into every MASW course.

Electives will also focus on diverse populations. A course on African American Appalachian families is offered every Summer and is available to MASW students.

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

In order to model a diverse learning environment, the program must consider the demographics of the faculty and students. The national statistics in 2009 for full-time students by race were: White, 54%; African American, 23%; and Other, 23%. For part-time students the statistics were: White, 45%; African American, 28%; and Other, 27%. In Wright State's BSW program in 2009, there were 58 full-time juniors and seniors: 44, White (76%); 10, African American (17%); and 4 Other (7%). There were 7 part-time juniors and seniors: 4, White (57%) and 3 African American (43%). The statistical diversity of the students at WSU is slightly lower than the national norm, which includes historically black universities and universities in larger and more diverse regions. At Miami University, data from 2011-2012 school year indicated that 11.5% of students report an ethnic/racial minority background or are international students (citizens of other countries). Based on data from the 2012-2013 academic year, within the Department of Family Studies and Social Work at Miami University, 28% (45 of 162) of undergraduate students report ethnic/racial minority backgrounds or are international students. For graduate students, 25% (3 of 12) are ethnic/racial minority or international students.



The first cohort (students who started Fall 2012) of 21 students represents a diverse group of students: 4 African Americans, 1 Asian American, 1 international student (Asian), and 15 Caucasian students. This racial and ethnic representation is similar to the enrollment rates in both universities combined. There are two men in the program. Students range in age from just graduating from undergraduate programs (21-23 years old) to starting second careers (35 years old and over). Some students have self identified as gay or lesbian. Several students have served in the military. Some students are registered with Disability Services to receive extra time to take exams and receive other support services.

The first Advanced Standing students consist of ten students: 8 Caucasian students and 2 African American students. Eight are women and two are men.

The second cohort of non-BSW students represents the most diverse group of students. There are 21 new students beginning Fall 2015. Among those students, 9 are African American, which is 43%. Eighteen students are women and 3 are men.

At WSU, the racial background of the 8 full-time faculty during the 2013-2014 academic year is: White, 4 (50%); African American, 2 (25%); and International, 2 (25%). Nationally, the racial background of part-time faculty were: White, 68%; African American, 12%; and Other, 20%. Six of the full-time faculty are women. The racial background of the 8 part-time faculty is: White, 7 (87.5%) and African American, 1 (12.5%). All of the adjunct faculty are women. The racial background of the overall faculty at WSU actually surpasses the national norm. At Miami University, the racial and ethnic backgrounds of the 10 full-time faculty in the Family Studies and Social Work Department during the 2013-2014 academic year is: White, 8 (80%); African American, 2 (20%). Eight of the full-time faculty are women.

The Greater Miami Valley Joint MASW program and its faculty support a continuous effort to respect, understand, and foster diversity and difference in the learning environment. Specifically, the program seeks to provide a learning environment that recognizes the importance of specific and continuous efforts that encourage diversity and differences in the academic environment as well as access and retain underrepresented groups. A course on Cultural Competency is taught in the first semester of a student's program. In addition to that course, diversity content is infused through the curriculum and field experiences so that students have opportunities to practice ethical and respectful interactions with diverse groups.

One example of how the students will be exposed to diversity content and diverse populations is through the use of service-learning projects. The Center for Community Engagement in Over-The-Rhine achieved official status as a Miami University Center on February 27, 2002. The Center seeks to establish and continue unique collaborations between Miami University and community groups within the Cincinnati inner-city neighborhood of Over-the-Rhine. The Center is located at 13<sup>th</sup> Street and Vine, in a storefront recently renovated by architecture and interior design students under the guidance of a professor from that department. The Center provides opportunities for faculty, students, and community learning in cross-disciplinary and intercultural experiences. The Center promotes collaborations among many divisions and programs

on the MU campus: the School of Fine Arts, the School of Interdisciplinary Studies, the College of Arts and Sciences, Miami's Plan for Liberal Education, Black World Studies, the Center for American and World Cultures, Service Learning and Civic Leadership, and the Mosaic Program in Residence Life. The School of Education, Health and Society at Miami contains a partnership office which facilitates partnerships with over 100 school districts, agencies and community organizations in the region and state. The Greater Miami Valley Joint MASW faculty believes that these partnerships and relationships will act as an impetus to access, and retain underrepresented groups to the program.

In the Fall of 2013, two different classes utilized community resources that promote diversity. The *Social Welfare Policy I* class visited and toured the National Underground Railroad Freedom Center in Cincinnati on a Saturday morning. The students completed a paper connecting their experiences during the tour with content from the course describing policies throughout American history related to the oppression and empowerment of African Americans. The Cultural Competency students attended the Wright State University annual diversity conference entitled, *Diversity in the Multicultural Millennium*. Topics focused on the 52<sup>nd</sup> anniversary of affirmative action and other means to promote diversity. Guest presenters in this same class talked of religious diversity, bringing in speakers on Muslim religions.

<p><b>3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.</b></p>
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The Greater Miami Valley Joint MASW program seeks to access, recruit and retain students from local accredited social work programs (WSU, MU, and Cedarville) and schools offering non-accredited social work programs (Central State University) and related degrees (University of Dayton, Urbana University). These programs have been recognized as being highly diverse and represent many underrepresented populations whose access to a graduate social work program will be greatly enhanced with the development of the Greater Miami Valley Joint MASW program. The proposed collaborative will also remove a significant geographic obstacle to accessing a graduate program in social work that will lead to initial career placement and advancement of minority and diverse students in the field of social work.

The recruitment efforts for Fall 2013 resulted in the most diverse group of students to date, as almost 50% of the students are African American.

The Greater Miami Valley Joint MASW program is committed to improving the learning environment to affirm and support underrepresented groups and persons with diverse identities. An effort to affirm and support underrepresented groups and persons with diverse identities is a commitment shared by each collaborative faculty member. It is also believed by the Greater Miami Valley Joint MASW faculty that the learning environment for every graduate social work student will be enhanced in the classroom by further developing and cultivating a classroom that represents, affirms and supports the enrollment and retention of persons from diverse backgrounds. As a result, the Greater Miami Valley Joint MASW faculty are committed to the

recruitment and retention of nontraditional students, minorities and women for the betterment of the overall graduate and classroom experience.

Working with the Center for Teaching and Learning (CTL) and the Office of the Vice President for Multicultural Activities and Civic Engagement (MACE), faculty has the opportunity to improve their knowledge and skills related to working with diverse groups. For example, in the Fall, the CTL hosted a book group and lecture with Maura Cullen based on her book *35 Dumb Things Well-Intentioned People Say: Surprising Things We Say that Widen the Diversity Gap*. The students from the Cultural Competency course also read the book and attended the lecture. This summer, the CTL and MACE will sponsor two Teaching and Learning Circles (TLCs) on diversity in the classroom; faculty are eligible to apply for these grants. Similarly, speakers on campus (e.g., Neil deGrasse Tyson) and CEU workshops in the community give faculty a chance to continue life-long learning.

Miami University also has an Office of Diversity Initiatives. Several of the faculty in the Family Studies and Social Work Office have worked with the director, Dr. Denise Baszile, to provide trainings to the entire campus on inclusive teaching and learning environments. The faculty will continue to work with Dr. Baszile to improve services to diverse populations in this program.

The Advanced Generalist focus area concentration format of the program allows us to add different focus areas in the future. For example, the director of Women's Studies at WSU has encouraged the program to have students enroll in graduate classes to receive a certificate of women's studies (4 classes). Those four classes can become a new focus area concentration. The program is situated in a community with many military families with Wright Patterson Air Force Base (WPAFB), which is located next to WSU. A military intervention focus area can be developed in partnership with collaborators from WPAFB and the Veteran's Administration Medical Center, which is also located in Dayton. Both universities are known for their empowerment of students with disabilities. A concentration focus area can be developed for working with persons with disabilities. It is exciting to see how new focus area concentrations will expand the learning environment related to working with persons of diverse backgrounds.

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

**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.**

Students apply to either WSU or MU and must follow the Graduate School requirements at the respective university. The admission procedures and policies to graduate school at Miami University (MU) are outlined in *The Miami Bulletin: A Handbook for Graduate Students and*

Faculty, 2013-2014, which can be found at <http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2013-2014/> Similarly, the admission procedures and policies to graduate school at Wright State University (WSU) are outlined in The School of Graduate Studies' *Graduate Policies and Procedures Manual*, found at [www.wright.edu/sogs/policies/index.html](http://www.wright.edu/sogs/policies/index.html).

Students are selected on the basis of their intellectual capacity and competency (i.e. overall GPA and mastery of pre-requisite courses), personal maturity, motivation and a commitment to Advanced Generalist Social Work Practice as evidenced in the required personal essay and professional references. Appendix A contains the instructions for the personal statement and professional references. Previous academic work, volunteer work, personal development and potential for professional practice are important considerations in the evaluation of competencies that all applicants bring to the Greater Miami Valley Joint MASW.

Specific admission policy procedures for the Greater Miami Valley Joint MASW program are outlined in the student handbook for this program (Appendix B) and pertain to all students, regardless of the university to which they are admitted. Every graduate social work student will be held to the Social Work Retention, Termination and Grievance Policy contained in the Student Handbook.

In order to be admitted to the Greater Miami Valley Joint MASW program, applicants must provide transcripts from all colleges and universities attended to verify the following:

1. a baccalaureate degree from an accredited college or university;
2. regular graduate status requires an overall, cumulative undergraduate GPA of at least 2.75 (based on a 4.0 system) from all colleges and universities attended;
3. a minimum GPA of 3.0 in social work or behavioral science courses.
4. completion of the following behavioral science coursework:
  - a. at least one course in psychology, sociology, or anthropology;
  - b. at least one course in American history, American government, or economics;
  - c. at least one course in human biology; and
  - d. at least one course in statistics.

Any student who wishes to be admitted into the program must complete the admissions process and be accepted by the graduate social work faculty of the university to which the student applies. Each university will accept 15 students annually. Each university has its own Graduate Admissions Committee. If there is an under-enrollment at one university and the other university reaches its 15 student capacity, a student may choose to enroll in the university which is under-enrolled. The Graduate Admission Committees of each university will convene to discuss the applicants they are considering before sending acceptance letters to the applicants. This application procedure will be reviewed annually to determine if any changes need to be made.

To apply for admission to the Greater Miami Valley Joint MASW program, students must fulfill the requirements of the application process. The application materials inform students that a limited number of students will be accepted into the program and that not all students who apply will be admitted. The application materials state that the program seeks students with a commitment to social and economic justice as well as to promoting the welfare of oppressed populations.

Students desiring to gain admission into the program must complete the application packet and return it to the respective Social Work Program Office (MU or WSU) by February 15 to be considered for admission into the ensuing fall semester courses. Students applying for Advanced Standing must submit their application by January 15.

Students must submit the following materials as part of the Application Packet:

1. an application form for admission to the program;
2. application fee;
3. transcripts from all previous colleges and universities attended; the transcript must be mailed directly from the originating university with the university seal;
4. an earned bachelor's degree from a recognized accredited undergraduate institution;
5. a cumulative undergraduate GPA of 2.75 or higher as calculated from the grades of all classes attended at any college or university;
6. a completed application essay (3-5 pages) to assess fit of student educational goals with the Greater Miami Valley Joint MASW program mission and goals. The essay should include information regarding career goals and leadership experiences that will contribute to your success as a graduate student and in the social work profession. Please include why the MU-WSU program is a good fit for your educational goals;
7. a list of job and volunteer experiences;
8. three letters of professional reference; and
9. completion of a criminal records disclosure requested by each graduate school.

Among the first cohort of 21 students enrolled in Fall 2012: 10 registered as full-time students (6 from Miami and 4 from WSU) in the 2 year program; and 6 (5 from WSU and 1 from Miami) registered as part-time students in the 3 year program.

The first cohort of Advanced Standing students were accepted for Summer 2013. A total of 10 students were accepted: 2 part-time students from WSU; 4 full-time students from WSU; and 4 full-time students from Miami.

Twenty-two new students began in the regular MASW program in Fall 2013: 17 from WSU and 5 from Miami. Twelve students are full-time and 10 are part-time.

Advanced standing students must:

1. meet all the admission requirements of the regular MASW Program;
2. have received within the last 5 years before applying, a Bachelor of Social Work degree from a CSWE accredited program OR hold a Bachelor of Social Work degree recognized through the CSWE Recognition and Evaluation service OR

- hold a Bachelor of Social Work degree covered under a memorandum of understanding with international social work accreditors;
3. have earned a minimum cumulative GPA of 3.25 on all previous undergraduate academic work attempted. Students must also have a 3.25 or better in all required undergraduate social work courses;
  4. have documentation of positive performance in field practicum from the field instructor or social work employer.
  5. All applicants are required to have completed a course in human biology and a course in statistics prior to enrollment in the Advanced Standing Program.

Advanced Standing applicants are reviewed in the same manner of the regular MASW applicants. There will be a cap on the number of Advanced Standing students accepted each year.

Students must demonstrate motivation to pursue an Advanced Generalist Social Work Graduate Degree, to work with children and families and older populations served by social workers in Southwest Ohio and the tri-state area. Student applicants must also show/document evidence of having completed successful work experiences in human services. Preference may also be given to applicants with professional social work related employment and with less than five years between the granting of their BSW degree and the current application date.

<p><b>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.</b></p>
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### **Procedure for Evaluating Applicants**

Potential students for the regular MASW program apply to either the Miami University Graduate School or the Wright State University School of Graduate Studies by February 15. Potential students for the Advanced Standing program will apply by January 15. Staff in the respective Graduate Schools then forward the applications to the Family Studies and Social Work Department (MU) or the Social Work Department (WSU). Staff in the respective departments screen the applications to ensure that each student has submitted the required application materials listed under M3.2.1.

Each university's applicant review committee consists of the faculty assigned to the MASW program. At least two faculty members review each applicant that submits a complete application packet (official transcripts, letters of reference, personal statement, and application) and meets the minimum application requirements (minimum GPA and course pre-requisites).

The faculty from both universities agree on the weights to assign the review of the applicants. Priority is given to the personal statement and how well the student describes their competencies for embarking on graduate education and specifically for embracing the concentration of

advanced generalist practice and one of the two advanced concentrations in Child/Family or Older Adults.

The committee from each university reports its applicant review results to the other university admissions committee. No more than 15 students from each university were accepted for the first cohort. WSU did send acceptance letters to 15 students. Two additional students first interested in WSU eventually applied and were accepted to Miami University. For the second cohort, WSU sent acceptance letters to 20 students, expecting some attrition, which did occur with the first cohort.

In cases where students have yet to complete and/or provide the necessary materials, they will be contacted by the staff of the respective departments as to the materials deficient to evaluate their application. Given the amount and/or type of materials that may be deficient in an applicant's packet, the student will be given a specific timeframe in which missing or deficient materials must be corrected or provided. Once completed, the application packet will be reviewed and evaluated collectively by a Graduate Admissions Committee at each university.

Each Graduate Admissions Committee will be made up of at least two faculty members assigned to the MASW program. Each applicant's folder is reviewed by at least two faculty members.

The two separate committees will rank the applicants based on the following items:

- GPA
- Personal Statement Essay
- Three letters of recommendation
- Work and volunteer experience

Based on the number of seats and the quality of the applicants, students will be admitted, placed on a waiting list, or denied admission into the program.

### **Notifying Applicants**

Following a review of each student's application material, the faculty may decide to provide admission, provide admission conditionally, or deny admission. Students will be notified of their status in a timely manner, in writing, preferably by the end of April.

#### *Conditional Status*

Students who have yet to complete one or more of the required areas for admission into the Social Work Program may be admitted into the program on a "conditional" basis (e.g., the student may be in their last semester of a bachelor's program). Students who are admitted "conditionally" are advised to complete the specified requirements by the beginning of the fall semester in which he/she is applying. Advanced standing applicants will need to complete their Bachelors degree by the end of Spring semester in order to begin the program in the Summer semester.

Students who fail to fulfill the conditional requirement will be asked to meet with the Program Director to discuss concerns/issues not fulfilling the requirement. At such time, a collaborative completion date for the missing material will be reached between the student and the Program Director, with an understanding between the two parties that the student will not be permitted to continue to take graduate social work coursework or receive full admission into the program until the missing material is provided on or before the agreed upon completion date.

Applicants who have not completed the social science, biology, and/or statistics admission requirements may still be admitted to the program. However, in order to remain in good standing, the student must complete all course deficiencies before the start of the 2<sup>nd</sup> semester.

Applicants who have not met the GPA requirements of 2.75, but have exceptional work experience or professional potential, may still be admitted on a conditional status. Students can be admitted into this status when their undergraduate grade point average is less than 2.7 but at least 2.5 (based on a 4.0 grading system) or have an undergraduate grade point average of less than 2.5 but above 2.3 if the grades in the last half of undergraduate work constitute 2.7 or better. Admission into this status also requires approval by a degree program. Students having master's degrees from regionally accredited institutions may be admitted into the graduate degree programs regardless of their undergraduate grade point averages, provided the appropriate academic departments or programs recommend them for admission.

#### *Denied Admissions*

Students not accepted into the Program may appeal the decision by requesting in writing, through the Program Director, to have an appeals hearing before the respective Graduate Admissions Committee.

**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.**

Students accepted into the Advanced Standing program will not be repeating content from the BSW program. The description of the Advanced Standing (AS) program below demonstrates that the foundation courses that are waived for AS students are equivalent to the senior level courses taken by BSW students.

BSW students not eligible for the Advanced Standing program must follow the regular MASW curriculum, which does include courses similar to the senior year of a BSW program. The rationale is that ineligible BSW students have not mastered the BSW content at a 3.25 level or



graduated from a program over 5 years ago and thus have not had courses meeting the current CSWE requirements.

Beginning the second year of the program, we accepted a limited number of applicants to each university for a three semester Advanced Standing program. The projected number for now is to accept no more than a total of 12 Advanced Standing students each year. Ten AS students began Summer 2013.

Advanced standing students must:

1. meet all the admission requirements of the Regular MASW Program;
2. have received within the last 5 years before applying, a Bachelor of Social Work degree from a CSWE accredited program OR hold a Bachelor of Social Work degree recognized through the CSWE Recognition and Evaluation service OR hold a Bachelor of Social Work degree covered under a memorandum of understanding with international social work accreditors;
3. have earned a minimum cumulative GPA of 3.25 on all previous undergraduate academic work attempted. Students must also have a 3.25 or better in all required undergraduate social work courses;
4. have documentation of positive performance in field practicum from the field instructor or social work employer.

Advanced Standing applicants are reviewed in the same manner of the regular MASW applicants. There will be a cap on the number of Advanced Standing students accepted each year. Advanced Standing students will be required to take 34 hours in the program.

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

Students transferring courses to the Greater Miami Valley Joint MASW program must follow the transfer policies of MU or WSU, depending on the university to which they apply. The transfer of undergraduate BSW credits was already discussed under Standard M 2.2.3.

Social Work courses will be accepted if the credit was earned in a CSWE-accredited MSW Program, provided that the coursework was completed within the last five years (seven for those students who have been employed full-time for two or more years in a social work position) and that the coursework was completed with a grade of "B" or better.

In all situations where students desire to receive consideration of courses completed at another institution and applied in some way toward the MASW degree, they have the responsibility of providing the necessary documentation to demonstrate that competency was achieved in those courses seeking transfer credit as well as demonstrating that comparability exists between such courses and those of the Greater Miami Valley Joint MASW program.

Given the aforementioned, documentation may include transcripts, course syllabi, and papers or other assignments prepared for the course(s) that are to be reviewed for meeting competency standards. The Director of the Greater Miami Valley Joint MASW program will provide the student guidance and the necessary documentation required for the desired action. Decision as to the transferability of credit will be made by the Greater Miami Valley Joint MASW program Application Review Committee and the Director of the Program and are final.

Applicants who believe they may be eligible to transfer credits should discuss this with the Greater Miami Valley Joint MASW program director as a part of the admission process.

Students interested in applying for recognition of comparable course work should contact the Director of the Program after they are admitted but before registering for courses in the Greater Miami Valley Joint MASW program.

Students may apply to have undergraduate credits from other disciplines evaluated for course equivalencies. Examples may be a Research Methods sequence taken in Psychology or a Cultural Diversity course taken in a social science. A course may be accepted to meet one of the concentration focus area courses in Children and Families or Older Adults. For example, a Social Gerontology course taken in a non-Social Work discipline can be reviewed for meeting one of the three requirements under the Older Adult concentration focus area. Students will still need to complete the 60 semester hours required for graduation.

Students transferring a graduate core social work course, which will count for credit in the social work program, must have taken that course at a social work program that is accredited by the Council on Social Work Education (CSWE) or an international social work program recognized by CSWE. If the course was completed at a school not accredited by CSWE, the student must submit a syllabus from the course to the MASW director, who will ask a graduate faculty member teaching in the course area to evaluate the course for consistency with the program's core course which is being replaced. The MASW director will then discuss the evaluation with the two Graduate Admissions Committees. There must be a consensus among the program director and Graduate Admissions Committee members on the final decision.

Once completed, the program director will notify the student in writing of the acceptance or rejection of the transfer course in place of a Greater Miami Valley Joint MASW course. This policy is stated in the Greater Miami Valley Joint MASW Student Handbook. Only graded coursework in which a grade of an "A" and/or "B" was earned will be considered for transfer credit.

Consistent with Graduate policies at MU and WSU, the Greater Miami Valley Joint MASW program will allow a maximum of 20 semester hours to be transferred from another institution. Graduate coursework taken under the "quarter system" will be adjusted to a "semester system" at MU and WSU. The credits must fall within the six-year time limit to complete degree requirements. Credit hours must not have been applied toward a previous graduate degree. Transfer students from other social work programs must submit fieldwork evaluation(s) and official transcripts at the time of application for admission.

**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.**

No course credit toward the MASW degree is granted for life experience or previous work experience. This policy is posted in The Greater Miami Valley Joint MASW Student Handbook, field manual, application instructions, and the program websites. The social work graduate faculty agrees with and supports this guideline.

### **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.**

During the first two years of the program, the MASW program directors at each university, Dr. Sean Newsome and Dr. Carl Brun, were assigned as advisors to all MASW students. The reason was to assure consistency in the implementation of graduation requirements.

Beginning in Summer 2014, each of the social work graduate faculty members will be assigned social work students as advisees. Social work graduate faculty will meet with students to orient them to the program, both individually and in a group setting annually, to provide guidance about course scheduling and to provide information about the graduate program in social work and the social work profession. Student advisement will be divided equally among the graduate faculty. Advisement will be carried out by regular, full-time (i.e., tenured, tenure-track, clinical, and lecturer faculty) in continuing appointments at Miami or WSU.

Due to the fact that all full-time social work graduate faculty advisors in the Greater Miami Valley Joint MASW program will have full-time appointments, advisement is provided on a continuous basis. Social work graduate faculty will hold regular office hours and will be available to meet with their advisees. Graduate students will be expected to meet with their faculty advisor each semester. Prior to meeting with an advisor, graduate students will be encouraged to complete an advising form (provided online and in each Department office). Students will have the advantage of advising offered by the Greater Miami Valley Joint MASW faculty and meet with their advisors regularly. Advisement for incoming first year and advanced standing students will take place during an orientation conducted by the MASW program director and graduate faculty. Faculty advisors will be available to meet with individual students to answer questions and provide information about the curriculum, policies, and procedures after the orientation.

All application materials will be available online and all efforts will be made to allow the application materials to be submitted online.

Because all graduate social work advisors are faculty in the Greater Miami Valley Joint MASW program, students receive current and thorough knowledge about the Program. The extensive knowledge of each advisor is essential for providing guidance about coursework and in working with students to examine potential field practicum settings. The Program is designed to be small and student-focused, thus, faculty will come to know students well as they progress through their coursework, have advising appointments, and participate in the Graduate Student Association of Social Work (GSASW) organization. These opportunities for faculty-student interaction will provide another avenue for information about students, which enriches the advising process and fosters the connection of students with the Program and the profession of social work. Students will also receive professional advising from the Field Coordinator prior to choosing a setting for their field practicum experience.

In addition to the advising roles and responsibilities of the social work graduate faculty, the School of Education, Health and Society (EHS) at MU as well as the College of Liberal Arts (CoLA) at WSU employ an advising staff. Information about the Greater Miami Valley Joint MASW program will be shared with EHS at MU and CoLA at WSU advising staff concerning the Program. The type of advisement provided at each university concerning the Program will be concerned primarily with graduation requirements, campus life, and the provision of referrals to specialized advisement provided by graduate faculty. For example, the EHS advisement staff has agreed that students who have questions regarding the Greater Miami Valley Joint MASW program will be referred to the social work graduate faculty at MU for specialized information. As a result, students requesting information about the Program, curriculum, scheduling, admission, and transfer policies will be sent to the social work office, where they are assigned a social work graduate faculty advisor. Social work graduate faculty will then provide all professional and academic advising to prospective and enrolled graduate social work majors. For all advisement relevant to the professional field of graduate social work, therefore, the full-time, continuing social work graduate faculty will carry out these tasks.

The educational credentials, discussed in the *faculty section* of the Implicit Curriculum of this report clearly establish the excellent qualifications of the Greater Miami Valley Joint MASW social work graduate faculty to provide academic and professional social work advising.

**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.**

Information for evaluating student academic performance and professional performance, including policies and procedures for grievance are provided in the Greater Miami Valley Joint MASW Student Handbook. In addition, each social work course syllabus provides specific information about the evaluation of academic performance in that individual course. Students'

performance in the field is evaluated by the Field Supervisor and reviewed by the Field Education Coordinator. That process will be outlined in the Practicum Manual.

### **Evaluating Academic Performance**

Each course syllabus provides the criteria for evaluating academic performance in that course. The criteria should include the attendance policy, expected conduct in the classroom, the expectation that the student follow the university code of student conduct and that violations of that code (e.g. plagiarism) will be reported, ways the students' performance (e.g. exams or papers) will be evaluated and the weights of those evaluations. The expected student code of conduct at WSU can be found at [www.wright.edu/students/judicial/](http://www.wright.edu/students/judicial/)

### **Evaluating Professional Performance**

The program's operationalization of "professional performance" is written into the grievance policy as the program's definition of "student concerns".

Students who show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with generalist social work practice is a student concern (adapted from Bemak, Epp, & Keys, 1999, p. 21). The student concern can be reflected in one or more of the following ways: " (a) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior , (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning" (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p.598).

This definition of student concern is in sync with the *NASW Code of Ethics, Section 4.05*:

(a) Social Workers should not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social Workers whose personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

### **Grievance Policy**

Any student in the Greater Miami Valley Joint MASW program may appeal a program rule or requirement through a written petition. A valid petition is one that represents a student concern related to program policy or procedures and contains as much supporting evidence as possible.

The student submits the petition to the MASW director, who then discusses the petition with all graduate faculty from both universities. A consensus decision about the petition is made within

15 days of the petition. The MASW director informs the student of the decision in writing within 30 days of receiving the petition.

Students who have concerns with a specific instructor about a grade on a specific assignment or about their final grade should first discuss their concerns with the Instructor. If the student does not agree with the resolution, they can then send a written complaint to the MASW director (with a copy to the instructor) within 15 days of the meeting with the instructor. The MASW director will meet with the student and instructor separately and then together to discuss the concern. The MASW director will provide a written notice of the decision related to the concern within 15 days of the meeting between director, instructor, and student. If the student does not agree with the department decision, the student may then submit a written complaint to the respective Graduate School Committee. At WSU, that committee is the Graduate Council Student Affairs Committee. At MU Students should follow the policies and procedures found in Part 1, Section 6 of the Graduate School Handbook for Students and Faculty; <http://www.miami.muohio.edu/documents/graduate-studies/forms/gradschool-handbook-2010-2011.pdf>

**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.**

Procedures for terminating a student's enrollment in the Greater Miami Valley Joint MASW program for reasons of academic and professional performance are outlined in the program's Retention, Termination and Grievance Policy. Students are advised of grievance and appeal procedures regarding retention and termination in the program's Greater Miami Valley Joint MASW Student Handbook. The Retention, Termination and Grievance Policy will be available to each student in the social work offices. In addition, each student will receive – upon acceptance into the Program – respective graduate handbooks from each university which describes institutional and program policies pertaining to grievance and appeal procedures.

**Termination Policy**

Students in the Social Work program during the annual orientation into the program are given a list of expected positive behaviors to become healthy, responsible, and ethical students. Students are also given a list of resources on campus to assist them in meeting these behavioral expectations. Students are directed to the online version of the Social Work Student Handbook which outlines the curricular expectations and supportive resources available in the department and university.

All students are expected to abide by the Code of Student Conduct as specified by the Office of Community Standards and Student Conduct. The Code of Student Conduct specifies behaviors expected in and outside of the classroom. For a complete list of behaviors that are in violation of the Code of Student Conduct go to <http://www.wright.edu/students/judicial/conduct.html>.

The faculty of the MASW program follows the procedures outlined by the Office of Community Standards and Student Conduct (<http://www.wright.edu/students/judicial>) to report violations of

student conduct, take actions in response to the violations, notify students of the reported violation and recommended action, inform students of their right to appeal the faculty decision, and cooperate with the appeal process if taken by the student. Some severe violations of student conduct and repeated violations of student conduct can result in dismissal from the University by the Office of Community Standards and Student Conduct.

There are expectations of student behavior in the Social Work program that are outside of the auspices of the Office of Community Standards and Student Conduct. There are times when a student's behavior prevents him/her from being able to complete the expectations in the Social Work curriculum, especially the application of course work in the field education setting. The Social Work Dismissal Policy focuses on responses to student concerns when that behavior prevents a student from completing the Social Work requirements.

The Social Work Dismissal Policy attempts to help students overcome concerns that may affect their ability to meet the Department requirements. The Dismissal Policy below defines student concerns, the procedure to report student concerns, a plan of action to address the concern, consequences of not meeting the Social Work requirements, and the appeal process for the student if she/he disagrees with the actions taken by the Department.

### **Definition of Student Concerns**

Students who show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with generalist social work practice is a student concern (adapted from Bemak, Epp, & Keys, 1999, p. 21). The student concern can be reflected in one or more of the following ways: “ (a) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior , (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning” (Lamb, Presser, Pfof, Baum, Jackson, & Jarvis, 1987, p.598).

This definition of student concern is in sync with the *NASW Code of Ethics, Section 4.05*:

(a) Social Workers should not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social Workers whose personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

### **First Identification of Student Concerns**

The identification of a concern is necessary in order to maintain the integrity of the social work program. This identification can happen in one of the following ways:

1. A **student** can self identify for issues regarding concern.

2. A **student** may observe a concern in a fellow student.
3. A **faculty member** may observe a concern in a student.
4. A **field supervisor** may observe a concern in a student.
5. A **staff person** may observe a concern in a student.

There are three possible options when a student concern is identified to the social work faculty for the **first time**:

1. The student and at least one social work faculty meet to discuss the concern and develop a Plan of Action to resolve the concern.
2. An ad hoc committee intervenes if the student does not agree that there is a student concern and develops a Plan of Action to resolve the concern.
3. Dismissal from the major is recommended if the concern is severe.

### **1) Procedures for Plan of Action Form when a student agrees there is a concern**

If a faculty member or field supervisor has cause for concern for issues of student concern, the faculty member/field supervisor is to meet with the student privately to discuss the matter. If a student self-identifies issues of concern, or if a student or staff member observes a concern in a student, the student or staff member is to take the issue to the MASW director.

Examples of concerns warranting a Plan of Action are: students habitually coming late to or missing class; students having difficulty with writing assignments, or students not demonstrating professional behavior in the field education setting.

If all agree that the student behavior causes concern, the student, faculty member, and if necessary, the MASW director, will write a *Plan of Action Form* in order to remediate the concern. The plan could include, but is not limited to: a referral to the Office of Community Standards and Student Conduct for a Health and Wellness conference, self-monitored behavioral change, taking additional course work, or repeating field experiences.

The methods and goals discussed at the meeting will be written on the *Plan of Action Form*, and all pertinent parties will sign the document. The MASW director will monitor the plan of action and follow up as the agreed upon timeline indicates. The faculty will also be aware of the plan. The *Plan of Action Form* will become part of the student's departmental record. Students may have no more than two *Plan of Action Forms* during their academic time in the program.

### **2) Procedures for Plan of Action Form when a student does not agree there is a concern**

If the meeting between student and faculty member/field supervisor has not resolved the issue, then either/both parties are free to notify the chair that they want to bring the issue to a review by an Ad Hoc Committee. The committee will consist of three voting members and the MASW director, who will facilitate the committee. Membership will include: one member of the Graduate Advisory Committee and/or an alumni of either university, one member of the faculty, and a representative from the Office of Community Standards and Student Conduct.

Ideally, within two weeks (but up to thirty days) of notification to the MASW director, the Ad Hoc Committee will have a formal meeting with the student. Documentation, from written notice of the meeting to written notice of the allegations, will be made available to all parties.



All parties present will discuss the student's behavior of concern, and all parties present will agree on time-based/outcome-focused goals. Possible methods that could be recommended by the Ad Hoc Committee for the attainment of these goals could include, but are not limited to: a referral to the Office of Community Standards and Student Conduct for a Health and Wellness conference, self-monitored behavioral change, additional course work, or additional field experiences.

The methods and goals discussed at the meeting will be written on the *Plan of Action Form*, and all pertinent parties will sign the document. In the event that the parties still cannot agree, the Department Chair will be the final decision maker of the Plan of Action.

The student's Social Work advisor will monitor the plan of action and consult as needed with the MASW director for two weeks following the meeting.

All faculty will be informed at the next faculty meeting that follows the emergence of the student concern and/or development of the Plan of Action.

### **3) Procedures for Recommended Dismissal after first student concern**

Given the severity of the behavioral concern (i.e., incidences when criminal charges would be pressed or a social work license revoked), the program faculty may suggest immediate dismissal.

Students who disagree with the recommendation for dismissal can follow the appeal procedures described elsewhere in this document.

### **Second Identification of Student Concerns**

Once the Plan of Action Outcomes/Goals are met and the student and faculty agree, students will be able to end the Plan of Action.

However, a student may be asked to develop her/his second and last Plan of Action under the following circumstances:

1. She/he is not meeting the Plan of Action 1 Outcomes/Goals within the stated timeline and she/he agrees to a second Plan of Action.
2. A second concern has been identified that warrants a Plan of Action and the student agrees to a second Plan of Action.
3. The student is not meeting the Plan of Action 1 and/or a second concern arises and the student does not agree there are concerns.
4. A second concern occurs that is severe and warrants a recommendation for dismissal from the major.

The same procedures described for the identification of the first student concerns apply here:

1. & 2. Students who agree there are concerns will develop a second Plan of Action with their faculty advisor.

3. If sufficient student progress is not made in the time set forth in the Plan of Action and the student denies there are concerns, the student will meet again with the Ad Hoc Committee to discuss consequences for not rectifying the concerns, including dismissal from the program.
4. Dismissal or voluntary withdrawal from the major will be discussed for severe concerns, such as participating in behaviors that would result in having their professional license revoked.

### **Student Appeal of Decision for Plan of Action or For Dismissal**

Students may withdraw from the major voluntarily based on not being able to resolve the areas of concern. If students disagree with the Plan of Action and/or the recommendation for dismissal, they may request an appeal meeting with the Ad Hoc Committee. The student will be given 14 days from the date of receipt of the letter of written notification from the MASW director to appeal a decision.

The student may bring witnesses in his/her own defense to that meeting. Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the WSU counsel. The possibility of termination or extended probation for the student will be discussed at this time. The student is free to voluntarily resign from the program at any time.

**All meetings/decisions should contain humanist values, with the understanding that the University is to balance the well-being of the student as well as future clients. All student concern actions will fully comply with state and federal anti-discrimination laws and regulations.**

Academic decisions or decisions of clinical insufficiency will be made in good faith by the members of the Ad Hoc Committee. The decision at this time may include recommendation for dismissal from the program. All decisions/proceedings will be documented, and all documentation will be signed by the student and members of the Ad Hoc Committee. This documentation will be presented as a suggested course of action to the MASW director. Upon receipt of the written recommendations from the Ad Hoc Committee, the MASW director will consult with all social work faculty and with the Assistant Dean for Academic Affairs in the College of Liberal Arts and/or College of Education and Human Services. The decision including recommendations will be determined by the MASW director. A letter detailing the decision made by the MASW director will be sent to the student, ideally within two weeks but up to thirty days of the director's receipt of the Committee's recommendations. If the student disagrees with the appeal hearing decision, the student will submit a petition to the Graduate Council Student Affairs Committee.

**Plan of Action Form**

Meeting Date: \_\_\_\_\_

Persons Present (Please include Name and Title):

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

Student in Attendance:

\_\_\_\_\_

Reason(s) for meeting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Plan (include date by which outcomes will be reached)

Student will:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

Faculty Member/Field Educator will:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ad Hoc Committee will:

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Special Notes:

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Next Review Date: \_\_\_\_\_  
(Ideally, within two weeks but up to thirty days from today)

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Faculty Advisor/Field Educator Date

\_\_\_\_\_  
MASW Director      Date

If Appropriate:

\_\_\_\_\_  
Assistant Dean for Academic Affairs Date

\_\_\_\_\_  
Ad Hoc Committee Member Date

**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.**

Graduate social work students will have both rights and responsibilities afforded by the program as well as rights and responsibilities to participate and modify policies affecting academic and student affairs. Students' academic responsibilities include maintaining an overall graduate grade point average of 3.00 and a grade point average of 3.00 in the social work program. Additional responsibilities include demonstrating conduct that is congruent with the values and ethics of the NASW Code of Ethics. Students will be expected to meet with their advisor at least once a semester. Students in the field are expected to abide by agency policies and procedures. Students have the responsibility to stay informed of policies and procedures of the Program and to abide by the all policies and procedures of the Program. The Greater Miami Valley Joint MASW Student Handbook and the respective "*Handbooks*" for Graduate Students and Faculty at each university (MU and WSU) also provides students with information concerning policies and procedures regarding rights and responsibilities of students.

Student rights include the right to appeal denial for admission to the Program and the right to appeal dismissal from the Program. Students have the right to confidentiality concerning their academic records and the right to review their records on file in the social work office. Students have the right and are given the opportunity to participate in formulating and modifying policies affecting academic and student affairs by contributing to faculty committees related to curriculum, program evaluation and program policies and procedures. Student representatives will also be elected by the Graduate Student Association of Social Work organization.

Students' rights and responsibilities as well as students rights' and responsibilities to participate in formulating and modifying policies affecting academic and student affairs are documented in the *Greater Miami Valley Joint MASW Student Handbook*, which is available to graduate social work students at each of the social work offices.

The student handbook is submitted as Appendix B of this self study. In addition to meeting the policies of the Greater Miami Valley Joint MASW program, students must follow the graduate school policies of their respective universities. Those policies are located in *The Miami Bulletin: A Handbook for Graduate Students and Faculty: 2010-2011* and *Wright State University Graduate School Policies and Procedure Manuals*. Both manuals are available online.

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

The *Greater Miami Valley Joint MASW Student Handbook* is enclosed with the self study appendices.

The Greater Miami Valley Joint MASW program faculty will encourage the development of a Graduate Student Association of Social Work (GSASW) organization with the inaugural class in fall, 2012. Students will be encouraged to register their organization with each University (MU and WSU) Student Affairs Office, write a constitution for the GSASW, elect student officers, and at that point ask two professors teaching in the graduate program (one each from MU and WSU) to serve as co-advisors to GSASW. It is hoped that the GSASW will grow in size and student participation and be effective in recruiting students for the Program, provide a forum for students interested in graduate social work, and in carrying out service projects for oppressed populations in the Southwest region of Ohio and the surrounding communities.

Purposes of the GSASW may include:

- Advocating for the rights and needs of the students enrolled in the Joint MASW program;
- Improving and participating in activities that will further the purpose and goals of social work profession;
- Hosting presentations by speakers from the professional community that keeps students abreast of the political, social, economic, and environmental trends locally and nationally;
- Encouraging lifelong learning in professional practice;

In addition to the aforementioned opportunities to organize in their own interest as well as that of the profession of social work, students potentially can act as representatives to each university's Division and College. Graduate social work students might also serve as representatives (elected by GSASW members) to the social work faculty meetings so that the perspective of graduate students can be represented. The group will also be encouraged to elect officers to attend scheduled Program faculty meetings. Furthermore, a GSASW representative will be encouraged to attend community Social Work Advisory Board meetings to take part in board discussions.

Student representation will be sought on standing graduate committees. These committees may include:

1. Appeals/Grievance Committee – Reviews and makes recommendations regarding students' academic and non-academic performance problems.
2. Enrollment Management Committee – Reviews and revises the admissions procedures to the program.
3. Curriculum Committee – Reviews, revises, and modifies, with full faculty approval, the MASW curriculum.
4. Assessment Committee – Develops and implements assessment procedures for measurement of the MASW's program, foundation, and concentration objectives.
5. Field Education Committee – Reviews and recommends policies and procedures regarding field education and provides consultation to the field coordinators regarding field related issues not covered under existing policies and procedures.
6. Graduation Committee – Plans the annual MASW Program's graduation ceremonies.

The Graduation Committee was initiated in the Fall 2013 semester by students graduating in Spring 2014. The students and faculty are planning a combined hooding ceremony to be held at the Miami University Middletown campus where most classes were taught in 2013-2014.

The MASW program director also communicated with each student at the beginning of each semester about scheduling. This communication occurred by e mail and also in a face-to-face meeting at the beginning of a class at the beginning of the semester.

In Fall 2013, the MASW program director distributed a survey electronically seeking feedback about the two different teaching milieus used so far: distance video learning and the combined classroom at the Miami Middletown campus. The results were evenly in favor of both types of teaching. Based on faculty feedback that the combined classroom promoted better discussion and learning, it was decided to keep Spring 2014 classes at the Middletown campus.

## 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.**

This section is divided up into a description of full-time and part-time faculty teaching or eligible to teach in the joint MASW program. The full-time staff are part of the faculty at either Miami or WSU. All of the faculty have been approved as graduate faculty by the graduate schools of each university.

### Full-time Faculty

Dr. Shreya Bhandari completed her Masters in Social Work from Tata Institute of Social Sciences in Mumbai, India (CSWE accredited). Thereafter she worked in a crisis center for women facing domestic violence in Mumbai for a span of two years. She graduated with a PhD in Social Work from the University of Missouri. She has been a full-time faculty with Wright State since Fall 2010. Her teaching interest range from Multicultural Competence (undergraduate and graduate), Research Methods, Social Welfare Policy at undergraduate level and Program Evaluation (Advanced Research Methods) at the Masters level. Dr. Shreya Bhandari's areas of expertise is Violence Against Women specifically Intimate partner Violence in rural and immigration communities. She has teaching experience in Research Methods, Social Welfare Policy and Cultural Competency. Her direct practice has been in the area of domestic violence. Currently she is working on a research grant studying the coping strategies of South Asian women experiencing Intimate Partner Violence. Dr. Bhandari taught Cultural Competency in Fall 2013.

Carl Brun, PhD, MSW, LISW is Professor and Chair of Social Work at Wright State University. He has a BSW from the University of Dayton (1981), MSW from the University of Chicago (1983), and PhD from The Ohio State University (1993). He has over 7 years of post-MSW practice experience as a social worker at a private child welfare agency. He is in his 20<sup>th</sup> year of teaching undergraduate and graduate social work. He has seven articles published in peer reviewed journals and a book entitled *A Practical Guide to Social Service Evaluation* (2005). He has been the Principal Investigator (PI) or co-PI for over 20 county, state, or national grants. His areas of expertise are family violence prevention, program evaluation, and cultural competency. He has been the Chair of social work at WSU since 2002. Dr. Brun is assigned full-time to the MASW program and is the current Program Director. Dr. Brun taught Cultural Competency in Fall 2012, Social Welfare Policy I in Fall 2013, Social Welfare Policy II in Spring 2013 and Spring 2014, and Research III Spring 2014.



Dr. Kevin R. Bush is a full-time Associate Professor (tenured) who has been a faculty member at Miami University since August of 2005. Previously, he was an Assistant Professor in the Department of Child and Family Development at the University of Georgia. He earned his PhD in Human Ecology (with an emphasis on Human Development and Family Relations) from The Ohio State University with a minor in Developmental Psychology in 2000. Dr. Bush completed a Master's Degree in Marriage and Family Therapy from Arizona State University and, prior to his academic career, he had seven years of clinical experience as a therapist and a certified substance abuse counselor in Arizona. Dr. Bush is on the MASW planning committee but is not teaching in the program.

Michel Coconis received her MSW (1985) and PhD (1994) from The Ohio State University where she focused on criminal justice and legislative issues. Dr. Coconis was employed for two years as a mitigation investigator with the Ohio Public Defender Commission, employed for 11 months as a mental health case manager, and employed for 11 months as a Quality Reviewer with King County (Seattle, WA) Division of Mental Health in addition to 23 years' teaching experience. She continues to work as a paid/pro bono social worker with death penalty cases and has done so since 1987. Dr. Coconis held a license in Ohio (LSW) and Kentucky (LSW); however, has not reinstated these due to the macro nature of her work. Her dissertation research involved juror/jury decision-making, particularly in capital cases; however, that work has enabled her to extend her research interests and reach within the criminal justice system today. Dr. Coconis is assigned full-time to the MASW program. Dr. Coconis taught Social Work Research I and Social Welfare Policy I in Fall 2012, Social Work Practice II in Spring 2013, and Advanced Generalist Practice II in Spring 2014.

Natallie Gentles-Gibbs is a full-time Instructor at WSU, serving as Field Education Coordinator since August 2012. Ms. Gentles-Gibbs earned her MSW from the University of the West Indies (accepted by CSWE), Mona in Jamaica in 2001 and has over 10 years of professional social work experience in the fields of child and family services, program management and social work administration. Ms. Gentles-Gibbs has approximately 3 years experience teaching both undergraduate and graduate social work courses on a part-time basis. She is in the process of completing an inter-disciplinary doctoral degree in sociology and social work at Boston University and expects to graduate in 2014. Her dissertation research is on family empowerment in public child welfare services. It is an exploratory study of organizational culture as a barrier to implementation of family empowering interventions and activities within the child welfare system. Natallie Gentles-Gibbs will be assigned full-time to the MASW program beginning Fall 2013 and serves as the field coordinator for the WSU MASW students. Ms. Gentles-Gibbs taught Field Education and Field Seminar II Fall 2013, Field Education and Field Seminar I and III Spring 2014.

Lindsey Houlihan has been a member of the Miami faculty since 2009. She has both a master's and a doctorate in social work from the Mandel School of Applied Social Sciences at Case Western Reserve University (CSRU). Prior to joining Miami, Lindsey has been a social worker since 1990. Lindsey has many years (over two) as a social worker in direct service. She was the clinical director of Recovery Resources for 10 years. She also worked at the Adoption Health Services at University Hospitals in Cleveland, Ohio for 9 years. She was the Program Coordinator in a collaborative effort with Cuyahoga County Department of Family and

Children's Services conducting sibling evaluations, MEPA (Multi-Ethnic Placement Act) evaluations and kinship evaluations as well as teaching pre-parenting classes for families interested in international adoption. Lindsey has taught in the social work master's program at CWRU and Miami for 3 years. She has taught at the BSW level completing her 4<sup>th</sup> year. Lindsey's scholarship expertise are in adoption, foster care, child welfare, child attachment, cultural and ethnic identity and field education. Dr. Houlihan is assigned full time to the MASW program and is the MASW field coordinator for the Miami students. Dr. Houlihan taught Field Education and Seminar I during Spring 2013, Summer 2013, and Fall 2013, and Field Education and Seminar II during Fall 2013, and Field Education III during Spring 2013. Dr. Houlihan also taught Advanced Generalist Practice I during Fall 2013.

Suzanne Klatt, PhD, MSW, LISW-S is a Clinical Faculty member of the Department of Family Studies and Social and Co-Director of the Miami University Hamilton Center for Teaching and Learning. Dr. Klatt received her BS in business from Indiana University, Bloomington, MSW from The Ohio State University, and her PhD in Educational Leadership from Miami University, Oxford, Ohio. She participated in a clinical fellowship at the University of New Mexico Children's Psychiatric Hospital. She is an Ohio licensed independent social worker supervisor. Her practice specialty and scholarship interests include university community partnerships, residential educators, and mindfulness based interventions and practices across multiple ages and various contexts. Currently, she is spearheading a multi-campus Institute for Mindfulness Studies at Miami University. She teaches Mindfulness Based Stress Reduction (MBSR), an evidenced based stress reduction program, to faculty, staff, and community members. Dr. Klatt concurrently teaches Mindful Schools to youth in a local after school program and works with schools to encourage similar work. Dr. Klatt leads a summer study abroad program in London, UK, entitled Child Well-Being in the US and UK. She serves many community organizations: Hamilton Emergency Money Fund board member, Butler County United Way Self-Sufficiency Council member, Butler County Safe, Healthy, and Drug Free Communities. Dr. Klatt taught the Advanced Generalist Concentration Children and Families Micro class for Fall 2013.

Katherine A. Kovalanka, Ph.D., M.S., is an Assistant Professor in the Department of Family Studies and Social Work at Miami University in Ohio. She received her B.A. (1994) in Psychology from Clark University, her M.S. (2002) in family studies with a concentration in couple and family therapy from the University of Maryland at College Park (UMCP), and her Ph.D. in family studies from UMCP. She is in her 10<sup>th</sup> year of teaching undergraduate and graduate students courses in family studies, such "Diverse Family Systems across the Life Cycle," "Human Service Delivery," and "Family Policy & Law." Her general area of research is the culture of sexuality and gender development in families and society, with a focus on families with lesbian, gay, bisexual, transgender, and queer (LGBTQ) family members. More specifically, she is interested in the factors within a range of contexts – from the proximal (e.g., individual, family, school) to the distal (e.g., legal climate) – that pose challenges to and foster resilience among families with LGBTQ members. Her work has been published in the *Journal of Adolescent Research*, *Journal of Youth and Adolescence*, and *Journal of Marriage and Family*, and she is on the editorial board of the *Journal of GLBT Family Studies*. Dr. Kovalanka's courses on Family Studies can be taken as electives for the MASW program.

Jo Ellen Layne is the campus coordinator of the University Partnership Program at Wright State University and an adjunct professor. She has an MSW from the University of Michigan, 1995 and has been teaching BSW courses for 10 years. Her social work experience is as a hospice field worker, director of social work at Arbor Hospice, Ann Arbor, Michigan and a case worker for the Air Force in Japan from 2000 to 2003. She also has a private psychotherapy practice since 2010 providing individual, family, marital therapy as well as group therapy. Ms. Layne's volunteer work has been with the Goodwill Industries in Dayton, Ohio providing reading for the blind. Jo Ellen Layne is available to teach MASW courses and is requesting that MASW students be eligible for the child welfare training. Jo Ellen's area of expertise is competency-based child welfare education. Ms. Layne will be conducting field education visits for the MASW field placements in Spring 2014.

Dr. Theresa Myadze is employed full-time in Wright State University's Social Work Department as a professor and BSW Program Director. She has an MSW in social work from the University of Michigan, Ann Arbor and a Ph.D. in Social Welfare from the University of Wisconsin, Madison. She has three years of post-master's professional work experience. Dr. Myadze has nearly 18 years of teaching experience at Wright State in the undergraduate and graduate programs. Her areas of research expertise include social welfare reform, racial & gender inequality, and the socioeconomic status of Appalachians. Dr. Myadze teaches a course on African American Appalachian Families that can be taken as an elective for the MASW program.

Dr. William S. Newsome is an Associate Professor (tenured) and the Bachelors of Science in Social Work Program (BSSW) Director, a position he has held since his initial appointment in 2006. He has been a full-time faculty member at Miami University since August of 2005 when he joined the Social Work faculty as an Assistant Professor. Dr. Newsome received an MSW degree (CSWE accredited) from Wayne State University in 1996 and a Ph.D. in Social Work from Ohio State University in 2002. Prior to his career in academe, Dr. Newsome worked professionally as a house coordinator in a group home, a treatment coordinator, and a school social worker in Michigan and has met the requirements for two years of postmasters social work practice experience. During his practice experience, he coordinated and provided individual and group treatment to adjudicated youth, provided individual and group treatment to at-risk junior high school students and their families, as well as developed and provided services to students receiving I.E.P services. In his capacity as BSSW Program Director, he is responsible for the direction and administration of the BSSW Program. His qualifications are commensurate with responsibilities that include the course development and course scheduling for the BSSW curriculum, overall policy direction for field practice, and the management of the BSSW application process. Important duties include being knowledgeable about and ensuring compliance with the Council of Social Work Education (CSWE) standards and primary responsibility for the reaccreditation the BSSW Program. Dr. W. Sean Newsome received his Doctorate in social work from The Ohio State University. Dr Newsome's current research interests include the use of solution focused brief therapy (SFBT) with at-risk K – 12 populations, risk and protective factors associated with school truancy, bullying behavior and school violence and the impact of grandparents raising grandchildren in K – 12 settings. Dr. Newsome is assigned full-time to the MASW program and is the MASW program coordinator

for the Miami campus. Dr. Newsome taught Human Behavior and Social Environment I and Social Work Practice I Fall 2012 and Fall 2013, Human Behavior and Social Environment II and Social Work Practice II Spring 2013 and Spring 2014, Social Work Research I Fall 2013, Social Work Research II Fall 2013, and Social Work Research III Spring 2014.

Dr. Gary W. Peterson is a Professor and Chair of the Department of Family Studies and Social Work at the University of Miami in Oxford, Ohio. He received his Ph.D. in family studies/family sociology at Brigham Young University in 1978. His areas of teaching and scholarly interest are parent-child/adolescent relations, adolescent development, cross-cultural influences on adolescent development, and family theory. Dr. Peterson is on the MASW planning committee but will not be teaching MASW classes.

M. Elise Radina is an Associate Professor in the Department of Family Studies and Social Work at Miami University (Oxford, OH). Dr. Radina received her bachelor's degree from Allegheny College (1996) and her master's degree from Miami University (1998). She received her Ph.D. (2002) and post-doctoral training from the University of Missouri (2003). She is in her 10<sup>th</sup> year of teaching undergraduate and graduate courses in family studies. Dr. Radina is a qualitative methodologist whose research focuses broadly on families and health with a particular emphasis on mid and later life women in family contexts. Dr. Radina is guest co-editor for a special issue of the *Journal of Family Theory & Review* (Volume 4, Issue 2) on "Qualitative Methodology, Theory, and Research in Family Studies." Dr. Radina has focused her program of research on health and aging among mid and later life women in the context of families. She has published over 30 peer-reviewed articles that have appeared in such scholarly journals as *Cancer Nursing*, *Family Relations*, the *Journal of Family Nursing*, *Nursing Research*, the *Journal of Family Theory & Review*, the *Journal of Contemporary Ethnography*, and *Sociological Perspectives*. Dr. Radina has also published 9 book chapters. She currently serves as the Director of the Family Studies Program. Dr. Radina teaches courses in Family Studies that may be used as electives towards the MASW degree.

Amy Restorick Roberts, PhD, MSSA, LSW is an Assistant Professor of Family Studies and Social Work at Miami University. She holds a BA in Psychology from Miami University (1998), and two degrees from the Mandel School of Applied Social Sciences of Case Western Reserve University, a master of science in social administration (MSW equivalent, 2000) and a doctorate in social welfare (2013). She has over 8 years of post-masters practice experience working for a continuing care retirement community, a private non-profit organization serving older adults. To date, she has published one first-authored article and 7 co-authored articles in peer reviewed journals and has also co-authored two book chapters. Her areas of expertise are gerontology, theory/human behavior, macro practice, and international social work. Dr. Roberts joined the faculty of Miami University in the Fall of 2013, and teaches the Human Behavior in the Social Environment 1 (Fall 2013) and Macro Practice with Older Adults course (Spring 2014).

Dr. Sherrill Sellers is a full-time Associate Professor (tenured) and has been a faculty member at Miami University since August of 2007. She completed a Ph.D in 2000 in Social Work and Sociology at the University of Michigan, an MA in Sociology from University of Michigan in

1995, and an MA in Social Service Administration from the University of Chicago in 1991, a CSWE accredited degree program. Dr. Sellers has previously held social work Assistant and Associate Professor positions at Florida State University and the University of Wisconsin-Madison. Dr. Sellers studies the mental and physical health consequences of social inequalities; intersections of race, genetics, and health; and aging and the life course. She explores the processes, mechanisms, and structures of social inequality that influence health and may be reproduced by social institutions. Her research focuses on how and under what conditions race and gender independently and interactively connect to produce differences in mental and physical health outcomes. Her research on inequalities in social institutions attempts to make more visible the processes that differentially impact race and gender groups. Dr. Sellers has successfully led several interdisciplinary research teams and garnered NSF and NIH funding to pursue her research. She specializes in mixed methods, scale development, and the formation and assessment of diversity and inclusion teaching and training efforts. Dr. Sellers published works appear in American Journal of Public Health, Journal of Health and Social Behavior, and Genetics and Medicine among others. She frequently reviews articles for leading journals and has sat on multiple editorial boards, such as Issues in Race and Society: An International, Global Journal. Most recently, she co-edited a volume, Research Methodologies in Black Communities, for University of Michigan Press. Dr. Sellers is eligible to teach practice courses in the MASW program.

Dr. Carolyn Slotten is a full-time continuing Lecturer and the Field Education Director of the BSSW Program. She has been a faculty member at Miami University since 2004 and is primarily responsible for the placement, monitoring and evaluation of senior BSW social work students. She completed a Ph.D. in 2002 in Family Science from The Ohio State University, an MS from Miami University in 1998 in Child and Family Studies, and a MSW (CSWE accredited) from the University of Cincinnati in 1988. Prior to her career in academe, Dr. Slotten's practice experience includes being a co-neighborhood support worker, adoption home study specialist, and clinic manager for Planned Parenthood in southeastern Ohio. Her research background is in Family Violence, more specifically in the qualitative researching of female survivors of child sexual abuse. She has focused on their experiences, their coping strategies, and their education experiences with sexual harassment. Dr. Slotten is eligible to teach practice courses in the MASW program.

Sarah Twill is an associate professor and the Director of the Center for Teaching and Learning. She has a BA in Criminal Justice from California State University, Fullerton (1995), and a MSW (1997) and PhD (2005) from The University of Georgia. Dr. Twill has 8 years of teaching in our BSW program and 5 years of teaching MSW graduate students. Prior to getting her PhD, Dr. Twill worked for 5 years as a school-based mental health therapist for emotionally disturbed students enrolled in a special education program. She was also the associate director of a poverty outreach center for two years. Dr. Twill has taught practice and theory courses at the BSW and MSW level. Dr. Twill has two research agendas: one focuses on juvenile justice and at-risk youth, while the other centers on teaching and pedagogy. Dr. Twill is eligible to teach practice courses in the MASW program.

## **Part-Time Faculty**

Part-time, adjunct faculty are selected based on their practice experience related to the practice behaviors of the class taught. Adjunct faculty provide the current knowledge from the field which prepares students for post-MASW employment. Each faculty member's related work experience is described in relation to the course taught in the MASW program.

Jane Eckels is a MSW and Licensed Independent Social Worker – Supervisor in the state of Ohio. She has over 35 years of clinical and administrative experience as a gerontology social worker. She has taught courses at the undergraduate level, developed manuals for social work practice in gerontology, and has given numerous presentations on assessment and treatment for older adults. Ms. Eckles currently works at the Alzheimer's Association Miami Valley Chapter, where she is also a field supervisor for BSW and MASW students. Ms. Eckels applied her expertise in teaching the *Advanced Generalist Concentration Focus Area of Micro Interventions with Older Adults* during Fall 2013.

Pamela Mayor has her MSW with a concentration in Social Administration and is a Licensed Social Worker with the state of Ohio. She has been on the graduate faculty at The Ohio State University (OSU) since 2008 as a field placement coordinator for the OSU/MSW program delivered at Wright State University. She has extensive administrative experience as a MSW social worker, primarily in the field of child welfare. Her 30 years of experience, including 5 years of grant writing, will be called upon to apply the graduate level content. Ms. Mayor is teaching the *Social Work Practice II – Macro* Spring 2014. This course is similar to the Communities and Organization course she taught at the BSW level for WSU in the past.

Josie Olsvig has an MSW, JD, and course work towards a MS in public administration and public policy. Ms. Olsvig has experience teaching courses in the law school at American University. Her degrees in law and social work and graduate courses in business make her uniquely required to teach a macro-level administration course for the WSU-Miami University MASW program. Her management experience in child welfare agencies make her the most qualified person to teach the child and family macro course in the same program. Ms. Olsvig is currently a manager at Montgomery County Children's Services. In this role she is the main contact person for BSW and MASW field placements at that agency. She provides trainings throughout the agency and state on administration and human trafficking. Ms. Olsvig is teaching the *Advanced Generalist Concentration Focus Area of Macro Interventions with Children and Families* during Spring 2014.

**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.**

Four full-time faculty (Brun, Coconis, Houlihan, and Newsome) were assigned to the MASW program during the inaugural year of the program, 2012-2013. Sixteen students enrolled in Fall 2012 and Spring 2013. Two more full-time faculty (Roberts and Gentles-Gibbs) were assigned to the MASW program beginning Fall 2013. Ten Advanced Standing students were admitted Summer 2013 and 22 new students were admitted into the regular MASW program Fall 2013.

In Fall 2013, 48 students were taking courses in the MASW program and six full-time faculty were assigned to the program. Thus, the faculty-to-student ratio is 1:8, below the requirement of 1:12 for MSW programs. Additionally, other MASW faculty besides the 6 assigned to the program, taught MASW courses in the Fall 2013, bringing the ratio even lower.

All of the faculty are assigned courses based on the faculty's research, teaching, and service expertise. The faculty expertise and courses they taught was described in the previous section.

**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.**

The Greater Miami Valley Joint MASW program will be staffed equally by faculty from the Miami University (MU) Family Studies and Social Work (FSW) department and the Wright State University (WSU) Social Work department. Together, WSU and MU have sufficient faculty and staff to meet the needs of their respective BSW programs and can provide at least 3 faculty each to the MASW program. There are 7 faculty in the WSU Social Work Department, which includes 1 faculty supported through an Ohio Jobs and Family Services Child Welfare Training grant. All of the current WSU faculty have a MSW and minimum of two years post-BSW or MSW experience. Five of the current WSU faculty have a PhD, all in Social Work. There are 10 faculty in the FSW department at MU, five of whom have a MSW and at least 2 years post-BSW or MSW experience. All of the MU faculty have a doctoral degree (4 in social work) and one is a doctoral candidate. Across the two departments, the majority of the faculty have a MSW (12/17) and a majority have doctoral degrees (15/17; 9/17 in social work).

In Table 11 is the list of current faculty for 2013-2014 at both universities and their credentials. Also listed is each person's length of teaching experience, and scholarship interests. All of the faculty may teach courses in the MASW program. All faculty listed are full-time. Full-time program assignment is noted as: MASW, BSW, or Family Studies and Social Work (FSSW).

**Table 11**  
**List of Faculty Teaching Courses in the Greater Miami Valley Joint MASW program**

<b>WSU Faculty Name</b>	<b>Full Time Assignment</b>	<b>Degrees</b>	<b>Teaching Experience</b>	<b>Scholarship Interests</b>
Carl Brun Full Professor, Chair	MASW	BSW – University of Dayton, 1981 MSW – University of Chicago, 1983 PhD in Social Work – The Ohio State University, 1993	20 years- BSW 10 years - MSW	Program evaluation; Family Violence Prevention; Social Work Research Methods
Michel Coconis Assistant Professor, MSW Program Coordinator	MASW	BA, Psychology – Ohio Dominican College, 1982 MSW - The Ohio State University, 1985 PhD, Social Work, The Ohio State University, 1995	20 years- BSW 12 years – MSW (joint with BSW appointments) 5 years – related fields	Social policy areas: poverty, media literacy, death penalty, women prisoners
Natallie Gentles-Gibbs, Instructor/Field Education Coordinator	MASW	BSc. In Social Work – University of the West Indies (Jamaica), 1996; MSW University of the West Indies; ABD in Sociology and Social Work, Boston University	3 years – BSW 2 year –MSW	Pubic Child Welfare; organizational culture; family empowerment; migration and second culture acquisition.
Jo Ellen Layne, Coordinator University Partnership Program	BSW	BSW – Wright State University, 1995 MSW – University of Michigan, 1996	10 years – BSW	Public Child Welfare Training
Theresa Myadze Full Professor, Field Director	BSW	MSW – University of Michigan, 1977 PhD in Social Welfare – University of Wisconsin, Madison - 1990	21 years- BSW 10 years - MSW	Welfare reform, Social and economic inequality, Poverty, and Appalachian families
Sarah Twill Assistant Professor, Faculty Liaison for Service Learning	BSW	MSW – University of Georgia, 1997 PhD in Social Work – University of Georgia, 2005	8 years – BSW 6 years - MSW	Juvenile justice and Poverty
Shreya Bhandari, Assistant	BSW	B.A. Communications - Mumbai University,	5 years – BSW 2 years - MSW	Violence Against Women;



Professor		India, 2001 MSW- Tata Institute of Social Sciences, Mumbai, India (CSWE-Accredited), 2003 PhD in Social Work – University of Missouri, 2009		Domestic violence
Gregory Meriwether, Instructor	BSW	BA, Sociology – Wright State University, 1980 MSW – University of Cincinnati, 1992	7 years – BSW	Mental Health Military Social Work
<b>MU Faculty Name</b>		<b>Degrees</b>	<b>Teaching Experience</b>	<b>Scholarship Interests</b>
Gary Peterson Professor, Chair	FSW	MA in History and Education (1971) and PhD in Family Studies and Sociology (1978)	30+ years teaching experience @ the undergraduate and graduate levels	Parent-child relations, Development of family theory, Adolescent development, Cross cultural parent, child, adolescent relations
W. Sean Newsome Associate Professor Social Work Program Director	MASW	MSW (1996) and PhD in Social Work (2002)	8 years – BSW 5 years - MSW	Program evaluation At-risk families and youth Bullying behavior and school Violence School Social Work
Carolyn Slotten Lecturer, Field Director	FSW	MSW (1998) PhD in Family Science (2002)	13 years – BSW	Race and equality in education, Inclusion and diversity in the classroom, Campus and classroom engagement
Kevin Ray Bush Associate Professor	FSW	MS in Family Resources and Human Development (1997) and PhD in Human Ecology (2000)	12 years - Total 7 years – FSW	Program evaluation, Child and adolescent development in the context of family and culture, At-risk youth and families, Child and family interaction, Appalachian families
Sherrill Sellers Associate Professor	FSW	MA in Sociology (1998) PhD in Social Work (2000)	11 years - BSW and MSW	Mental and physical consequences of social inequality, Intersection of race, gender and health, Aging and the life cycle

Lindsey Houlihan Clinical Instructor	MASW	MSSA (1990) and PhD in Social Work (2010)	3 years - BSW 2 years - MSW	International adoption and parenting, Attachment, Multi- ethnic placement in adoption, Ethnic and cultural identity issues
Elise Radina Associate Professor Family Studies Undergraduate Director	FSW	MS (1998) and PhD in Family Studies (2002)	9 years – Total 5 years – FSW	Perceived changes in family relationship quality of life following breast cancer from the perspective of family members, Red Hat society, Ethnically diverse families with regard to illness and care giving
Kate Kuvalanka Assistant Professor	FSW	MS (2002)and PhD in Family Studies (2007)	5 years – FSW	Family lives of LGBTQ people, Family policy and law, Feminist/ Queer theories and research methodology
Suzanne Klatt Assistant Clinical Professor	FSW	MSW (1998) and PhD in Educational Leadership	4 years – BSW 1 year – MSW	Intimate partner violence, Community partnerships and engagement
Amy Restorick Roberts	MASW	BA, Psychology – Miami University, 1998 MS, Social Work, Case Western Reserve, 2000 PhD, Social Welfare, Case Western Reserve, 2013	4 years – MSW	Gerontology Social Welfare Administration

For the first year of candidacy in 2012, the two full-time faculty from WSU assigned to the MASW program were Carl Brun, MSW and PhD in Social Work, and Michel Coconis, MSW and PhD in Social Work. Beginning Fall 2013, Natallie Gentiles Gibbs is assigned full-time to the MASW program and provide field coordination for all WSU MASW students. For the first year of candidacy in 2012, the two full-time faculty from MU assigned to the MASW program were Sean Newsome, MSW and PhD in Social Work, and Lindsey Houlihan, MSW and PhD in Social Work. Beginning Fall 2013, Amy Roberts is assigned full-time to the MASW program.

Thus, the program meets the CSWE requirement of at least 6 full-time faculty assigned to the MASW program by the time of the initial accreditation site visit.

**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.**

Workload policy is determined for the MU and WSU faculty separately based on policies and priorities of each separate university. WSU tenured and tenure track faculty are members of a Collective Bargaining Agreement (CBA) which includes workload policy for the transition from quarters to semesters beginning Fall 2012. The SW department at WSU is part of the College of Liberal Arts (CoLA), which has set a college-wide expectation of CBA faculty to teach 15 semester hours (usually 5 courses) each academic year. An academic year includes Fall and Spring semesters, but not summer semester. This workload policy allows sufficient time for faculty to remain active in scholarship and service. The MU workload policy, though not governed by a union, is similar to the assignment of 15 semester hours each academic year for tenured or tenure track faculty. Thus, the workload policy at MU and WSU supports both universities' priority on delivering excellent teaching, scholarship, and service to students.

The workload policy for full-time, non-tenured track faculty is that they teach 24 semester hours (usually 8 courses). Faculty in these positions will not have the expectations of participating in scholarship and service activities other than attending faculty and program meetings. The co-coordinators of field education will be conducted by faculty in full-time, non-tenured track positions who have an MSW from a CSWE accredited university. This workload policy supports both universities' priorities to provide excellent facilitation and supervision of field education.

The basic teaching workload policies listed in the previous paragraphs can be adapted annually based on changes in any faculty's priorities as approved by the chair of the faculty members' respective department. For example, a faculty member who takes on grant funded research may request a reduction in teaching responsibilities. Persons in the roles of MASW director or field education coordinator will receive course reductions to support the administrative tasks of those roles.

Creating a collaborative MASW program that shares faculty and resources across the two universities meets both university's mission to provide excellent graduate programs to the Miami Valley Region.

The workload policy does support the Greater Miami Valley Joint MASW program's goal to meet the projected schedule of classes according to the following timeline:

The workload policies for both MU and WSU allow full-time faculty to apply for overload teaching during summer terms. Only the first term of the advanced standing program will be offered during the summer terms. There will be 7 hours or three courses offered each summer. Faculty from both MU and WSU can apply to teach these summer courses. The chairs of each program at the respective universities will agree on the summer teaching assignments.

**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.**

The faculty at both universities have experience in teaching graduate level courses. At Miami, faculty have taught in the graduate Family Studies program. At WSU, faculty have taught courses in the Ohio State University's MSW program that was taught at WSU since 2004. Below are descriptions of the research interests of the faculty.

Dr. Shreya Bhandari's research interest is Violence Against Women, specifically Intimate Partner Violence. She has published several articles on the issue of Intimate Partner Violence and has presented in many national and international conferences. Her latest presentation was at the Annual Program Meeting of the Council on Social Work Education in November 2012 in Washington DC. She is also collaborating with University of Virginia and Johns Hopkins University School of Nursing on a National Institute of Health grant (NINR) on pregnant women who are abused. The grant is currently in the data analysis phase and is focused on disseminating the research in peer-reviewed journals. She is currently the PI of the study titled, "Coping among South Asian survivors of Intimate Partner Violence." She has received funding from the National Science Foundation (\$5,000) and College of Liberal Arts at Wright State (\$5,000) to conduct her research.

Dr. Carl Brun's scholarship has been primarily in the area of program evaluation. He is currently completing a revised manuscript of *A Practical Guide to Program Evaluation* with Lyceum Books to be published in 2014. He just completed a project as the evaluator for a federal Integrating Schools with Mental Health Services grant with Greene County Schools. He is submitting a grant with Ohio Jobs and Family Services to assist Central State University to apply for candidacy of its BA in Social Work program.

The research interests of Dr. Bush focus on child and adolescent development in the contexts of family and culture. More specifically, he has studied the relationships between parental influences and child and adolescent development, including academic achievement, self-concept, self-efficacy, as well as internalizing and externalizing issues. He has conducted studies with US (Appalachian, African American, Asian American and Latinos) and international (e.g., Chinese, Mexican, South Korean, and Russian) samples of children, adolescents and parents. Dr. Bush is currently in his fifth year of evaluating a child and family intervention program for low income families implemented in over 50 schools in Butler County, Ohio. He is also in his third year of evaluating a child and family intervention program for substance abusing parents with children in the Butler County child welfare system. Dr. Bush has published widely in a variety of refereed outlets, including such journals as the *International Journal of Psychology*, *Marriage and Family Review*, *Sociological Inquiry*, *Journal of Marriage and Family*, *Child Development* and is Co-Editor of the *Handbook of Marriage and the Family*, 3<sup>rd</sup> Edition.

Dr. Michel Coconis currently has three articles under review at the *Journal of Policy Studies; Reflections*; and *Social Work with Groups* focusing on pro bono consulting practice with a state women's prison.

Natallie Gentles-Gibbs has a peer-reviewed article published in 2002 in an international social work education journal. She has also made presentations at approximately four national and international conferences since earning her MSW.

Dr. Theresa Myadze has numerous peer-reviewed publications pertaining to Appalachian social issues and other topics that span from 1997 to 2012. She has served on the editorial board of the *Journal of Social Service Research* since 2005. She has served as chair of the Membership Committee for NASW-OH Region VII since 2000. She regularly participates in continuing education workshops in order to maintain her license as an independent social worker supervisor (LISW-S).

Dr. Newsome's current research interests and activities include the use of solution focused brief therapy with at-risk K – 12 populations, risk and protective factors associated with school truancy, the impact of school liaisons with TANF eligible families, and the impact of grandparents raising grandchildren in K – 12 settings. He has published widely, including in such academic journals as *Children & Schools*, *Social Work with Groups*, *Research on Social Work Practice*, and *Journal of Social Service Research*.

Dr. Gary W. Peterson's research and scholarly articles total about 100 and have appeared in numerous academic journals and books. He is editor or co-editor of books on fatherhood, cross-cultural parent-youth relations, and family studies. Much of his recent research examines family (parental) influences on the development of adolescent social competence in several cultures around the globe. Dr. Peterson is a chapter contributor to several edited collections on such topics as parental stress, gender influences in the parent-child relationship, a life course perspective on parent-child relationships, and parental influences on adolescent social competence development from a cross-cultural perspective. He was co-editor of the 2<sup>nd</sup> edition of the Handbook of Marriage and the Family (2<sup>nd</sup> Ed.) and is the senior editor of the Handbook of Marriage and the Family 3<sup>rd</sup> edition, a definitive synthesis of family studies that is published approximately every decade for the interdisciplinary field of family studies. He is a past editor of the journal Marriage and Family Review and was honored in 2006 by being named a National Council on Family Relations Fellow, a recognition for superior career achievements in research, teaching and service within the field of family studies.

Dr. Sellers' research focuses on the mental and physical health consequences of social inequalities, with particular interest in race, class, and gender; the intersection of race, genetics, and health, and aging and the life course. She specializes in mixed model/mixed method research. Currently, Dr. Sellers is working with an interdisciplinary team of scholars investigating physicians' understanding of human genetic variation and the role of race in clinical decision-making. She has published widely in a variety of refereed outlets, including such journals as the *American Journal of Public Health*, *Journal of Health and Social Behavior*, *Ethnicity and Disease*, and *Genetics and Medicine*.

Dr. Robert's research interests are quantitative and qualitative research methods, intervention research, policy analysis, international social work, and gerontology. Within gerontology, her research interests are quality of life, aging in place, coping with loss, long term care, activities and interests, health and mental health disparities, self-management of chronic illness, global aging, and families in later life.

Dr. Slotten's research/scholarly interests are in the areas of child abuse (especially sexual), sexual harassment, qualitative research, adolescent issues, gender issues and inequality, family violence, as well as stress and coping.

Dr. Twill's scholarship has contributed nationally in two areas: one focusing on crime and at-risk youth, and the other centering on student success and pedagogy in the academy. In the past five years, Dr. Twill has published 8 articles and 2 book chapters. Her scholarship on service-learning and pedagogy serve to inform her teaching. Also, as the Director of the Center for Teaching and Learning, she monitors trends and pedagogies in higher education.

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

All of the faculty are involved in service activities across the university and within the community. Many are active members of the local chapter of the National Association of Social Workers. Faculty are also members of AAUP, CSWE, BPD, Social Welfare Action Alliance, and Influencing State Policy. Below are some examples of how the faculty model values of social work to the campus and social service communities through their service activities.

Dr. Shreya Bhandari is a member of the WSU Peace Committee which is a university wide committee. She also serves on the College of Liberal Arts faculty senate at Wright State University. She is also in the process of assisting Family Violence Prevention Center (a shelter for abused women) to improve their services.

Dr. Carl Brun serves on many interdisciplinary committees at WSU. He chairs the Graduate School Student Affairs Committee and chairs the Undergraduate Multi-Cultural CORE committee. He was invited to serve on the Advisory Board to the Vice President for Multicultural Affairs and Community Engagement. He was invited to serve on the committee to award funds to faculty who submit grants for Social Entrepreneurial projects. He serves on the board for CHOICES foster care. He was invited by Crossroads Hospice to review applications for the local social worker of the year awards. He is an active member of the Dayton NASW chapter, having been the director in 2011-2012.

Among Dr. Bush's many professional service activities, are membership on the university Graduate Council, appointment to the EHS Faculty Advisory Committee, and past Director of Graduate Studies for FSW. Dr. Bush was recently named the Associate Dean, School of Education, Health, and Society and the Director of the Miami Partnership Office. In this role, he

is helping establish graduate assistantships and field education opportunities for the MASW students.

Michel Coconis models the behavior and values of the profession in the choices she makes in creating assignments, navigating special circumstances with students in those courses, advising, university, community and professional service including advocacy and activism works. She shares with students her own background and current activities including her writing, advocacy, planning, and activism experiences. She invites students to join her to facilitate inclusion and communication across interests and constituencies consistent with professional values. She is actively involved in over 20 advocacy groups fighting to reduce oppression.

Ms. Gentles-Gibbs draws heavily on her practice experience and diverse background to provide examples for students of how theory and practice correlate. As Field Education Coordinator, Ms. Gentles also collaborates with field instructors to ensure the provision of an appropriate learning environment for students to master social work competencies and practice behaviors. She facilitates discussion of these experiences in field seminars and allows students to reflect on their personal and professional growth.

Dr. Lindsey Houlihan's service includes being on the Dean's Faculty Advisory Committee (2011- Present), EHS Governance Committee (2011-2012), Made@Miami2012 (facilitator for minority students at Miami), Chair of FSW Faculty Search Committee (2012-2013), team member for Sharefest (raising funds for Family Resource Center) (2012). Lindsey was a field supervisor for over 15 years.

Dr. Myadze models the behavior and values of the profession by reinforcing these during lectures, classroom discussions, and in students' written assignments and classroom presentations. Dr. Myadze is a member of the Ohio NASW membership committee.

Dr. Newsome has been extensively involved in professional service activities for the university, including as chair and member of department search committees, the EHS Divisional Faculty Advisory Committee (i.e., Advises the Dean of EHS), and the EHS Divisional Strategic Planning Committee.

Dr. Slotten has served extensively on departmental committees, is advisor to the departmental undergraduate club, has chaired curriculum review committees, serves extensively on divisional committees dealing with the undergraduate program, and is involved in advising students more than any other faculty member in FSW. She has met the requirement for two years post-masters social work practice experience and has professional qualifications that make her an ideal fit for the Field Education Director position.

Dr. Twill demonstrates the values of the profession through her pro-bono work. She attends and financially supports many activities organized by the social work club. In addition, she uses her

professional expertise as a member of the Montgomery County Homeless Solution Board: Subcommittee on Data Management and Evaluation, and she serves as a first round reader for the Dayton Literary Peace Prize.

### **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.**

The administration of the Greater Miami Valley Joint MASW program is the responsibility of the Family Studies and Social Work (FSW) Department of Miami University (MU) and the Social Work Department of Wright State University (WSU). Each Department has the necessary autonomy within their respective universities to achieve the program’s mission and goals.

The directorship of the Greater Miami Valley Joint MASW will be rotated every four years between the two campuses. The first director is Dr. Carl Brun, Chair, WSU Social Work Department. The MASW Program Director’s administrative responsibility is to oversee the smooth implementation of the implicit and explicit curriculum while respecting the autonomous administration of each separate social work program. Both universities also have BSW programs also.

Both departments have agreed to provide 50% of the faculty, staff, and supportive resources to the MASW Program. The Program Director will request from each department that those resources be provided but each department chair is responsible for making faculty assignments from their own departments. For example, there are 8 classes needed for the first year of the proposed program. Dr. Brun will request from Dr. Sean Newsome, Director of MU FSW, that 4 classes be assigned by Dr. Newsome to MU faculty. All faculty will be involved in stating preferences for course assignments but the final decision will rest with the directors of each department.

Below is a description of how each social work program has autonomy within their respective universities to achieve the program’s mission and goals.

#### **Autonomous Program at Wright State University**

The Social Work Department at WSU is an autonomous department in the College of Liberal Arts (CoLA). The Social Work Department is not combined with any other departments. For example, there are 19 departments in CoLA, several of which are combined departments like Sociology and Anthropology, and Classics, Religion, and Philosophy. The chair of the Social Work Department has autonomy in the administration of the department. The Social Work chair reports directly to the Dean of CoLA, Dr. Kristin Sobolik.



The chair of the WSU Social Work Department has autonomy in overseeing the department budget, which includes personnel, operating costs, scholarships, grants, and program development funds. The CoLA Assistant Dean for Fiscal Affairs, Daniel Craighead, assists the department chair and the Social Work Administrative Specialist, Carole Staruch, in overseeing the budget. The resources are sufficient in carrying out the mission, goals, and outcomes of the Social Work Department.

The workload expectation for all CoLA departments will be 5 courses over the regular nine month, semester academic year. This results in an annual workload of one semester with three classes and one semester with two classes. The Social Work chair has autonomy in working with each Social Work faculty to determine each faculty's workload. The Social Work chair and Social Work faculty agree on workload assignments between January and May for the upcoming academic year. The five course workload can be reduced if a faculty member is Department Chair, Field Education Coordinator, and/or has grant funding that supports one or more classes.

Each tenured or tenure track faculty member has the opportunity to apply for overload course responsibility during the regular academic year and Summer sessions. The faculty must follow the policies outlined in the Collective Bargaining Agreement (CBA - [www.wright.edu/admin/aaup/2008\\_2011CBA21\\_Aug\\_2008with\\_sigs.pdf](http://www.wright.edu/admin/aaup/2008_2011CBA21_Aug_2008with_sigs.pdf)). For example, faculty may only teach 12 credit hours of summer classes during a two year period. The Social Work chair submits requests for the summer time and overload budget to the CoLA Associate Dean for approval. The Associate Dean can deny requests for overload courses taught by full-time faculty that will not generate at least 15 students.

The policies and procedures for reviewing faculty progress toward promotion and tenure, committee assignments, and faculty search process are all contained in the department by-laws. College level and university level committees must respect the department by-laws when reviewing applications for promotion and tenure or questioning other department procedures. The CBA, though, over-rides department by-laws.

The Social Work mission, goals, and outcomes were all developed autonomously by constituents of the Social Work Department, which included: faculty, students, alumni, and the Professional Advisory Council (PAC). The Social Work faculty assess the alignment of the department vision with the CoLA and university vision by participating in the strategic planning process. Since the time of WSU's last BSW CSWE reaffirmation in 2002, WSU has embarked on its second Five Year Strategic Plan. During the Fall 2007, the Social Work faculty assessed accomplishments toward our goals for the strategic plan that covered 2003-2007. Social Work faculty have also been involved in the university's new strategic plan processes that began in 2007 and 2012. The Social Work chair is a member of the CoLA Strategic Planning Committee. Social Work Department goals fit with the university and CoLA strategic plan.

Each Fall the Social Work chair receives the university and college goals from the Provost and CoLA Dean. During the annual Social Work Retreat, the faculty share their goals for individual accomplishment and for the department. The Social Work chair submits department goals by the

end of Fall quarter. The review of progress toward these goals becomes part of the chair's annual review process.

The CoLA Deans has been supportive of department goals to expand our focus which have included a partnership with The Ohio State University to teach courses towards the MSW at OSU, the proposed Greater Miami Valley Joint MASW program, the University Partnership Program that trains students for careers in child welfare, and faculty course reductions for administrative responsibilities or grant activities.

### **Autonomous Program at Miami University**

The Social Work Program is a major component of the Department of Family Studies and Social Work within the School of Education, Health, and Society and is situated in a larger governance and administrative structure at both the School (Division) and University levels of Miami University. Each organizational level of the university provides considerable faculty and student involvement and governance opportunities which encourage a campus environment that accommodates departmental and programmatic autonomy. At the university level, formal governance in the form of general oversight is provided by the Board of Trustees, with the chief administrative officer being the President who is responsible for the operation of the university as a whole. In fulfilling these operational duties, the President is advised by and assisted in the management and implementation of university functions by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, four Vice Presidents for Finance and Business Services and Treasurer, Student affairs, University Advancement, Information Technology, a General Counsel, Secretary to the Board Of Trustees and Executive Assistant to the President, Senior Director of University Communications, and Director of Intercollegiate Athletics.

A key component of university governance that creates both an atmosphere of structure and consistency, yet also allows substantial programmatic autonomy is the Faculty Senate, which includes faculty, staff, and student representation. The Faculty Senate has responsibility for decisions concerning all academic programs and provides advice on all matters of the university to the President. The University Senate has a roster of 16 standing committees and 7 advisory committees and all academic divisions have advisory committees of faculty, with some having staff and students as members. The primary governance documents that define the policies and procedures of the university are two publications entitled as follows: *Miami University Policy and Information Manual (MUPIM)* and the *Graduate Student Handbook* (See Appendix G). The content of *MUPIM* includes the (1) university's mission, (2) employment policies, (3) compensation and benefits information, (4) the rights and responsibilities of instructors, (5) promotion and tenure policies, (6) evaluation procedures, (7) grievance, termination, and disciplinary procedures, (8) administrative policies, (9) curriculum policies, and (10) research policies. The content of the *Student Handbook* includes sections on policies dealing with academic issues, admission, graduation, academic integrity, grades and scholarship, and student conduct.

*MUPIM* can be accessed on the web at:

[http://www.units.muohio.edu/secretary/policies\\_guidelines/policy\\_info\\_manual/documents/Policy%20and%20Information%20Manual.pdf](http://www.units.muohio.edu/secretary/policies_guidelines/policy_info_manual/documents/Policy%20and%20Information%20Manual.pdf)

The *Graduate Student Handbook* can be accessed on the web at:

[http://www.units.muohio.edu/secretary/policies\\_guidelines/student\\_handbook/documents/2009-2010%20Student%20Handbook.pdf](http://www.units.muohio.edu/secretary/policies_guidelines/student_handbook/documents/2009-2010%20Student%20Handbook.pdf)

FSW and the Social Work Program are academic components of the School of Education, Health and Society (EHS), one of six academic divisions (i.e., Colleges or Schools) on the Miami University (Oxford) Campus. The policies, procedures, and faculty advisement committees are specified in the *School of Education, Health and Society Governance* document (See Appendix K). The Chief Executive Officer of EHS is the Dean who is advised by the faculty through regular divisional faculty meetings, and standing committees as follows: The Graduate Committee, The Divisional Graduate Petitions Committee, The Committee for the Evaluation of Administrators, The Committee on Governance, The EHS Advisory Committee on Promotion and Tenure, and The EHS Faculty Advisory Committee on Promotion to Professor. These faculty committees advise the Dean who brings recommendations about major practices and policies to the full faculty for approval during regular divisional meetings. EHS fosters autonomy by creating an atmosphere in which faculty can represent a diversity of interests and multiple ways of knowing. The Division values, supports, and encourages diversity in each faculty member's contribution to scholarly teaching, research/creative activity, and service.

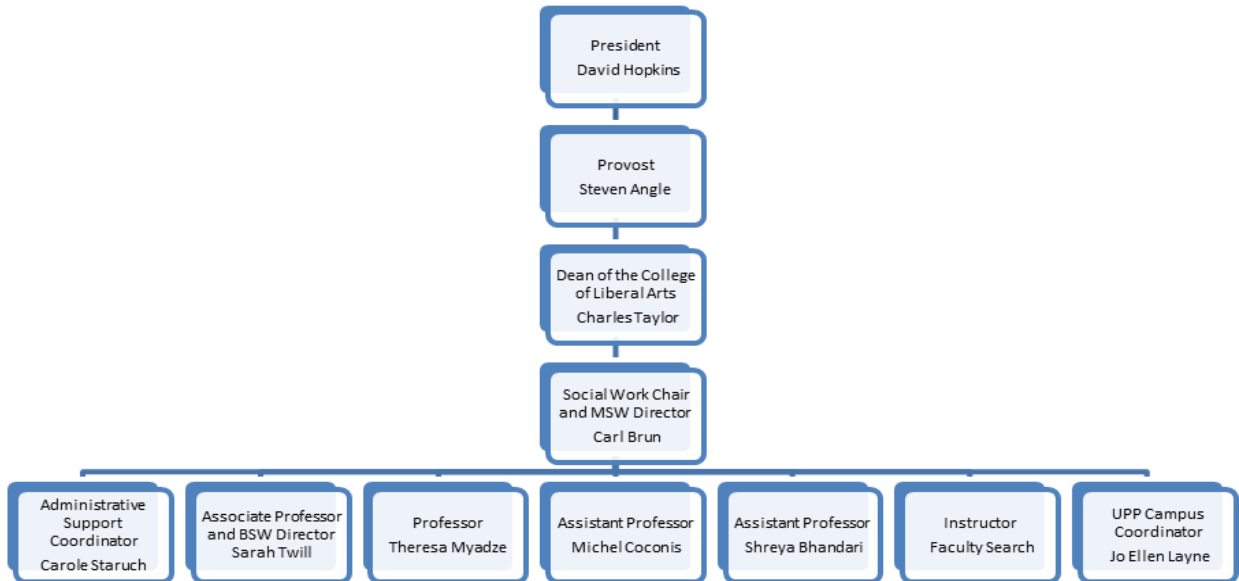
The *School of Education, Health and Society Governance* document can be accessed on the web at: <http://www.units.muohio.edu/eap/facultystaff/documents/ehsgovdoc.pdf>.

There are ten full-time, continuing faculty in FSW, including the Department Chair – Dr. Gary Peterson and the Director of the Social Work Program, Dr. William S. Newsome. The social work faculty operates as a collegial group under the leadership of the Social Work Director and decisions reached by discussion and consensus on matters affecting the Social Work Program. As a program area within the Department, social work faculty have autonomy over their own budget (with a separate social work budget administered by the Director of the Social Work Program), programmatic mission and goals, and curricular decisions. The decision as to the person who directs the Social Work Program is formally made at the departmental level but is based on votes cast by the social work faculty. For curriculum and program development, the social work curriculum committee is composed of all the social work faculty members. The social work faculty members serve as an advisory committee to the Social Work Program Director for all matters specific to the Social Work Program. All social work faculty members provide input to the Director on curriculum and program policy decisions and this has been helpful for decisions regarding passage of curriculum proposals within the University.

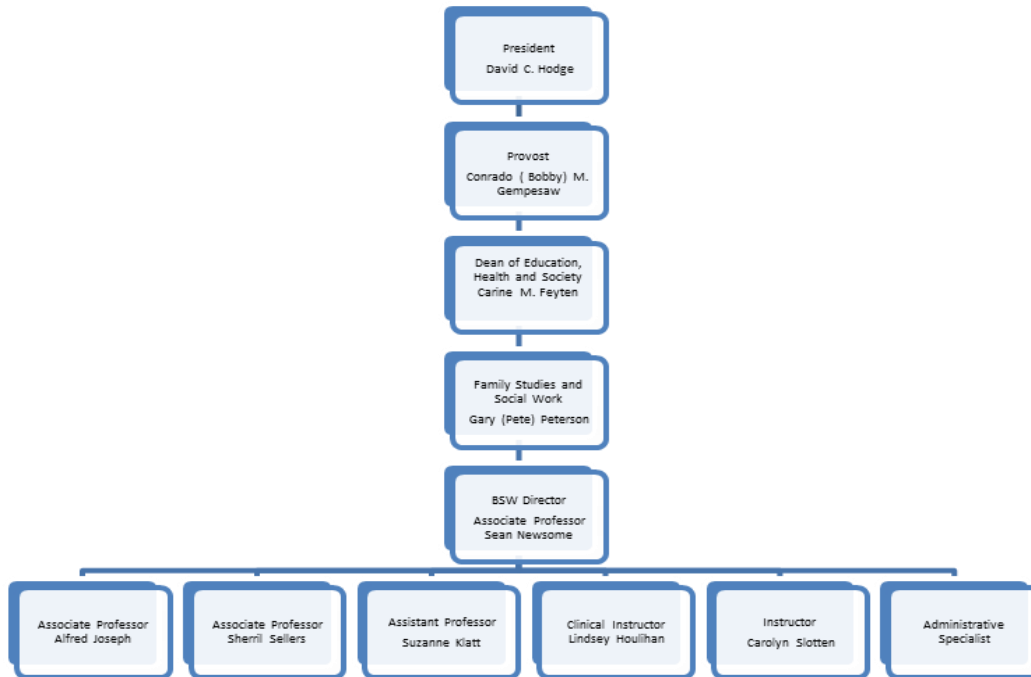
Below is the organizational chart of each university's social work program to illustrate the narrative for this section. Each faculty member will report to their respective Department Chairs. The director of the MASW Collaborative will make staffing requests to the Department Chair of

the other university who will then assign courses to their faculty. Similarly, the MASW director will share all evaluations of faculty teaching to the chair of the respective faculty. The MASW director role will rotate between universities every four years.

Wright State University  
Organizational Chart related to the Social Work program



Miami University  
Organizational Chart related to the Social Work program



**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.**

The faculty of the Family Studies and Social Work Department of Miami University and the faculty of the Social Work Department at Wright State University will administer the Greater Miami Valley Joint MASW program. The faculty are solely responsible for the oversight of program curriculum. Below is a description of the activities to date in which the faculty from both departments have collaborated to develop curriculum consistent with the EPAS 2008 standards and each institution’s policies for starting a new graduate program.

Over the past five years, multiple faculty retreats have taken place on the campuses of WSU and MU to work on developing and implementing the MASW program. During these meetings, faculty from each department had an opportunity to present, discuss and participate in small break-out groups to propose, develop, provide, and evaluate the joint MASW proposal. In addition, the overall purpose of each retreat centered upon the development of an educational opportunity for students to participate in an MASW program that would build upon the generalist social work foundation, provide advanced knowledge and skills, and provide concentrations in specialized areas of social work practice with two population groups: children and families and

gerontology. Additional meetings have also been conducted during the aforementioned time to assess issues concerning budget, administrative and organizational structure.

In December, 2010, Dr. Terry Cluse-Tolar, Director, MSW, University of Toledo (UT), led a combined MSW retreat in which the faculty solidified the program mission statement, elaborated on program context, and began to clarify the program curriculum. Dr. Cluse-Tolar's consultation was very important, as the Greater Miami Valley Joint MASW program's core curriculum revolves around the concept of Advanced Generalist Practice, which is also the core concept of the UT MSW program.

With the approval of each university and the support of the faculty at MU and WSU, work ensued on the development of a Professional Developmental Plan (PDP) which is required for new graduate programs in Ohio.

The significance of the aforementioned work resulted in the completion and endorsement of the PDP by faculty at both universities. MU faculty approved the PDP in October of 2010. On February 7<sup>th</sup>, 2011, Dr. Sean Newsome, Dr. Gary Peterson, and Graduate School Dean Bruce Cochrane presented the PDP to the University Senate at MU. Once completed, the MU University Senate endorsed the development for a new degree in the Master of Arts in Social Work entitled the "Greater Miami Valley Joint MASW between MU and WSU" (Yes: 51, No: 0, Absent: 15). At WSU, the CoLA graduate faculty approved the PDP in September, 2010; the Graduate Council Policies committee approved the PDP in October, 2010; the full Graduate Council approved the PDP in October, 2010; and the Provost endorsed the PDP in November, 2010.

In January, 2011, the PDP was then submitted to the Ohio Board of Regents (OBR) – Regents Advisory Committee on Graduate Study (RACGS) - for additional review by social work programs in the state of Ohio. To date, the PDP has received endorsements from The Ohio State University, University of Akron, Ohio University, Cleveland State University and Case Western Reserve University. With that said, and despite the endorsement received by the aforementioned universities, further clarification is needed (as expressed by each of the universities) in the areas of curriculum design and field experience. As such, the faculty and administration at MU and WSU are prepared to address these concerns with the final proposal submission to the appropriate committees at each university and eventually back to the OBR RACGS.

All of the faculty in the Greater Miami Valley Joint MASW program have participated in preparing the Benchmark I and II documents and this self study. All faculty participated in the Candidacy I (February 2012) and Candidacy II (February 2013) site visits.

**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.**

Each department faculty will operate within its respective university's and department's faculty policies. For example, both departments will be conducting a faculty search in 2013-2014 which will result in faculty who may teach in the proposed joint MASW program. MU and WSU will follow their own departmental policies in conducting those searches. Each university's faculty policies will be described separately.

### **Faculty Policies at Wright State University**

The Social Work faculty approved the Social Work By-Laws on 1-29-03 and revised these By-Laws on 5-25-04. A recent revision of By-Laws (2-11) has been approved by the social work faculty, department chair, and CoLA Dean, and is awaiting the final signature of approval from the Provost. The By-Laws specify the procedures for recruiting, hiring, retaining, promoting, and granting tenure for Bargaining Unit Faculty Members (BUFMs). The department is required to follow the Collective Bargaining Agreement (CBA) which is revised every three years. Policies in the CBA over-ride policies in the department by-laws. The by-laws further describe department committee composition and criteria for the annual faculty evaluation process.

The Social Work by-laws were developed by the Social Work BUFMs. The department chair is not a BUFM, nor are non-tenured or non-tenure track full-time and part-time faculty and staff. Currently, there are five BUFMs in the Social Work department. BUFMs participate in the faculty search process when a vacancy occurs. The Faculty Development Committee recommends to the chair the choices for interviews and recommendations for hire. The department chair then makes a recommendation to the CoLA Dean, who has the final say on accepting or not accepting the department's recommendation for hire. The CoLA Dean has supported the department's recommendations for hire during this reaffirmation period (2002-2008), which has included three tenure track faculty, one full-time non-tenure track faculty, and one program director.

The Social Work by-laws specify annual review process for BUFMs. Tenure track faculty are required to have annual peer reviews from the department Faculty Development Committee (FDC), which consists of the tenured faculty in the department. Since there must be a minimum of three faculty on the FDC and there is currently one tenured BUFM in the department, there have been two faculty members on the FDC from a related department that was approved by the tenure track faculty being reviewed. The department chair makes final recommendations to the CoLA Dean for the annual rankings of teaching, service, and learning. Faculty members can appeal the rankings in writing within ten days of receiving the written evaluation from the Social Work chair.

The department FDC reviews BUFM's applications for promotion and tenure. The FDC members write a letter evaluating the candidate's teaching, service, and scholarship. Each FDC member votes "Yes" or "No" to accept the recommendation of promotion and tenure. The chair also writes a letter evaluating the candidate's teaching, service, and scholarship and votes "Yes" or "No" to accept the recommendation of promotion and tenure. The candidate has ten days to write a letter of rebuttal after the candidate receives the FDC and Chair's letters and vote.

The CBA allows for each BUFM to receive up to \$900 annually for faculty development. Faculty members submit requests to the department chair who then reviews the request. The CBA also outlines the procedure for BUFMs to apply for Professional Development Leave (PDL). The PDL request is submitted directly to the CoLA Dean.

### **Faculty Policies at Miami University**

The Social Work Program Director and the Department Chair (who is currently a family studies faculty member but may be a social worker in the future) are primarily involved in formulating the policies and procedures for hiring FSW full-time faculty, support staff, and adjuncts. The Director of the Social Work Program and the Social Work faculty participate extensively in formulating policy, procedures and the implementation pertaining to the recruitment, hiring, retention, promotion and tenure of program personnel. The Department Chair, who is currently not a social worker, is advised by and defers in a collegial manner to the expertise of the Social Work Director on issues of recruitment, hiring, retention, promotion, and tenure that are specific to the Social Work Program.

When a search is conducted to fill a social work position, the Social Work Director or another senior Social Work faculty member serves as Chair of the Search Committee. The remaining members of a search committee for a social work position consist of other Social Work faculty members and usually one faculty representative who is not a social worker (a policy that exists throughout the School of EHS). The search committee evaluates the applicants' credentials, decides which candidates' credentials best fit the position description, schedule candidates for interview, draw-up the interview schedule, solicit feedback from faculty and students' about the candidates' credentials and qualifications, evaluate the interviewed candidates, and make hiring recommendations to the Department Chair and the Dean. Candidates are interviewed by faculty members and students in a variety of meetings (group discussion sessions, lunches, private one-on-one meetings) during the interview process. Candidates are often asked to give research presentations or teaching presentations (or both), depending on the specific type of position being filled. All interviewed candidates for positions in social work meet with the Social Work Director, the Department Chair and the Dean of EHS in one-to-one interview sessions. The search committee solicits feedback from faculty and students who participated in the interview process and evaluates the strengths and weaknesses of the candidates as to how well there is a fit with the position description. Final recommendations are then made by the search committee to the Chair and the Dean about which candidate(s) are acceptable to hire. The Dean subsequently authorizes the Department Chair, in consultation with the Social Work Director, to make a verbal offer to the candidate. If the candidate accepts the verbal offer made by the department and the program, the Dean forwards the specifics of the hiring offer to the Provost's Office. An offer letter, with the hiring specifics defined by the Department Chair and the Director of Social Work, is sent to the candidate who signs this letter (indicating acceptance of the position) and returns it to the Provost's Office.

University policies and procedures for tenure and promotion are found in *MUPIM* (see above for the web link) as well as the tenure and promotion policies as applied to FSW Department and the Social Work Program in the department's governance document. At the department level, after



reviewing the candidate's application materials, departmental recommendations about the tenure and promotion decision are provided by two letters that describe and the evaluate the candidate's accomplishments in the areas of teaching, research/scholarship, and professional service. The Social Work Director and other Social Work faculty members serving on the Tenure and Promotion Committee are extensively involved in this process to ensure accuracy of assessment, sensitivity to the special requirements of the field of social work, and autonomy of the Social Work Program. One of the tenure and promotion letters is written by the Department Chair, while the second is written by the FSW Tenure and Promotion Committee. When the candidate is a member of the Social Work faculty, the Tenure and Promotion Committee is chaired by either the Social Work Director or another senior Social Work faculty member and provides leadership for the committee's recommendation letter. The Department Chair also consults with the Social Work Director prior to writing his/her tenure and promotion letter for a member of the Social Work faculty. The Chair of the Tenure and Promotion Committee (i.e., either the Social Work Director or another senior Social Work faculty member) provides leadership for the evaluation and the recommendation letter written by the Tenure and Promotion Committee. These two letters along with the candidate's tenure and promotion materials are then forwarded up to the division (school), central administration levels, and the Board of Trustees for consideration and a final university decision.

The annual evaluation procedure for FSW faculty and all Social Work faculty members involves the completion of a standard report form that itemizes each faculty member's achievements in the areas of teaching, research/scholarship, and professional service. The Department Chair, in consultation with the Social Work Program Director, then evaluates the faculty member. The FSW Executive Committee, consisting of the Social Work Program Director, the Family Studies Program Director, and the Graduate Studies Program Director also review the Department Chair's annual evaluation letters and provide feedback.

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

The two universities will rotate assigning a faculty person to assume the responsibilities as director of the proposed program. The director position will rotate every four years. The director will report to the chair and dean of her/his university. The academic calendar will follow the calendar of the director's host university, if such an arrangement meets the Collective Bargaining Agreement at WSU and the faculty policies at MU. Faculty of each university will follow the faculty policies and procedures of their universities, regardless of which university is assigned the director of the program. According to CSWE standards, the director will have a MSW from a CSWE accredited social work program, a Ph.D. in Social Work, a full-time appointment, and at least 50% assigned time to administer the MASW program in addition to teaching responsibilities. Carl Brun meets all of these requirements.

Carl Brun is the first director of the MASW program beginning with Fall 2012, the intended beginning point of accepting the first students. Carl Brun terminated his responsibilities as WSU

BSW program director at the end of the Spring 2012 term. Dr. Theresa Myadze is the BSW Director at WSU. Dr. Brun is retiring as chair of the department August 1, 2014. Dr. Sarah Twill will become the WSU Social Work chair at that time. Dr. Brun will continue to be the MASW director until Spring 2016. A person with the CSWE required credentials will be appointed director of the WSU BSW.

Miami University also separated the directorship of the MASW and BSW programs beginning Spring 2013. Dr. Newsome is the MASW coordinator at Miami and Dr. Sellers is the BSW director.

**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.**

Dr. Carl Brun is the first director of the Greater Miami Valley Joint MASW program. He earned a BA in Social Work from the University of Dayton in 1981 and a MA in Social Work in 1983 from the School of Social Service Administration at the University of Chicago. He earned a PhD in Social Work in 1993 from the College of Social Work at The Ohio State University.

Dr. Brun has demonstrated leadership through teaching, scholarship, curriculum development, and administrative experience as outlined in his faculty data form (Appendix L). Dr. Brun has been chair of the WSU Social Work Department since 2002. He was promoted to full professor in 2006. He published a book in 2005 entitled, *A Practical Guide to Social Service Evaluation*, which is used for undergraduate and graduate research and evaluation courses. The second edition of this text was released in 2013. He has published 6 peer reviewed articles related to evaluation of social service interventions; authored over 15 grant reports or other non-refereed research reports; delivered 28 state, national, or international presentations; and has worked on grant-funded projects totaling over 2 million dollars. Dr. Brun has received high evaluations for his teaching and has received the department Professor of the Year award. He teaches primarily *Policy (SW 470)*, *Research (SW 490)*, and *Cultural Competency (SW 272)*. Dr. Brun has served on numerous department, college and university committees. He currently is the chair of the CoLA Diversity Advocacy Committee and the chair of the University Diversity Advocacy Council's Assessment Committee. Dr. Brun has served on many social work and social work education organizations, including being past president for the Ohio College Association of Social Work Educators and serving on the Nominating Committee for the Baccalaureate Program Directors.

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

The director of the Greater Miami Valley Joint MASW program is Dr. Carl Brun. He has a full-time, twelve month appointment to the program as chair of the Social Work Department until August 1, 2014. At that time, he will remain the director of the MASW program. He will continue to have responsibilities during the summer months to oversee the new Advanced Standing students. Dr. Brun is completed his 20th year on the faculty at WSU in Spring 2013. He is tenured and was promoted to full professor in 2006.

**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.**

The director of the Greater Miami Valley Joint MASW program is Dr. Carl Brun. He currently has a full-time, twelve month appointment to the program as chair of the Social Work Department. The WSU CoLA (and the MU FSSW) workload under semesters is to teach 5 courses over Fall and Spring terms with the option to teach 1-2 courses in the Summer term. Thus, the teaching load for non-administrative faculty is 6-7 courses/year. Dr. Brun's teaching load is one course in Fall, Spring, and Summer terms, totaling 3 courses/year. Thus, Dr. Brun's teaching load is at 50% of his assigned time.

Additionally, Dr. Theresa Myadze was assigned as BSW director of the WSU social work program beginning Fall 2012. Thus, Dr. Brun's non-teaching time is dedicated to the MASW program and administrative duties to chair the department. Further, Dr. Twill will become department chair in August, 2014.

Dr. Brun's teaching schedule will be adjusted in collaboration with the Dean of the College of Liberal Arts to reflect the reduction of his administrative duties and to comply with this CSWE standard.

### **3.4.5 The program identifies the field education directors**

The two universities will share the field education coordination, assigning a faculty from each college to 25% of their time to coordinating field education for their respective students. The reason for this assignment of field education coordination is due to the geographic range of field education sites, some over 100 miles apart. By concentrating the field education duties to the respective universities, the students and field site supervisors can best be served by the faculty. Each coordinator will meet the CSWE requirements of having a MSW and at least two years post

graduate practice experience. Each coordinator will only be responsible for the placements of the 15 students enrolled each year at their university.

The field education director for Miami University students is Dr. Lindsey Houlihan. A member of the MU faculty since 2009, Dr. Houlihan is committed to the enhancement of student preparation for professional social work practice. In this endeavor, Dr. Houlihan values and understands the importance of field education in applying social work knowledge, practice methods, and ethics in creating competent social work practitioners.

The field education director for Wright State students is Natallie Gentles-Gibbs. She is a full-time Instructor, serving as Field Education Coordinator since August 2012. Ms. Gentles-Gibbs earned her MSW from the University of the West Indies, Mona in Jamaica in 2001 and has over 10 years of professional social work experience in the fields of child and family services, program management and social work administration. Ms. Gentles-Gibbs has approximately 3 years of experience teaching both undergraduate and graduate social work courses on a part-time basis. She is in the process of completing an inter-disciplinary doctoral degree in sociology and social work at the Boston University and expects to graduate in 2014.

***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.***

Dr. Houlihan completed her PhD and MSSA (CSWE accredited) in Social Work from Case Western Reserve University in Cleveland, Ohio. Since arriving from Case Western Reserve University, she has assumed responsibility for teaching a pattern of several Social Work courses consisting of FSW 312 (HBSE), FSW 306 (Social Work Practice I) and FSW 406 (Social Work Practice II). In reference to professional service activities, Dr. Houlihan has served extensively in the FSW Department and Education Health and Society (EHS) Division. Specifically, she has acted as an advisor to the departmental undergraduate organization, sit on curriculum review committees, served on divisional committees addressing the undergraduate program and attended various professional meetings to connect faculty development activities.

Natallie Gentles-Gibbs completed an undergraduate degree in Social Work (BSc.), as well as an MSW from CSWE-approved programs at the University of the West Indies, Mona in Jamaica. While pursuing the MSW degree, Ms. Gentles-Gibbs served as a teaching assistant and functioned in part as Assistant Practicum Coordinator for the social work undergraduate program. During this period, Ms. Gentles-Gibbs also supervised a few undergraduate students who were placed in field settings where no trained social workers were available. Upon graduation, Ms. Gentles-Gibbs worked for a number of years as a social work administrator and also served as a field instructor for both undergraduate and graduate students. She also possesses experience with teaching undergraduate and graduate social work courses.

Ms. Gentles-Gibbs' experiences over the years with field coordination, field instruction, teaching and social work administration have therefore prepared her to provide the requisite leadership for this position. She is in process of completing dissertation research for an inter-disciplinary PhD in Sociology and Social Work at Boston University.

**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 postmaster's social work degree practice experience.**

Dr. Houlihan's practice experience in human services extends over two decades and includes working in recovery resources and adoption health services. As such, she has met the requirement for two years post-masters practice experience, is a Licensed Social Worker (LSW) in the State of Ohio, and completed an MSW degree (CSWE accredited) from Case Western Reserve University.

Ms. Gentles-Gibbs completed her MSW in 2001 and has met the requirement for at least 2 years post-MSW experience. Since then, she has gained professional experience in a number of capacities in child and family services and foster care. Ms. Gentles-Gibbs is a Licensed Certified Social Worker (LCSW) in the state of Massachusetts.

**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.**

At WSU, the field education coordinator will have an Instructor position with a 24 semester hour teaching load across two semesters. For academic year 2013-2014, the WSU field education director will teach MASW Field Education and Seminar I, II, and III (3 semester hours) and receive a 3 semester hour course reduction to facilitate the student interviews, prospective field supervisor interviews, and the matching process. The field education and seminars will have a maximum of 15 students, which includes the required semester visits to the agency. Teaching field education and seminar (3 hours) and the 3 semester hour course reduction results in 6/24 (25%) semester hours being devoted to the administration of field education. In addition, Natallie Gentles-Gibbs coordinates the field education for the BSW program. Her schedule will be adapted to assure that 25% of her time is attributed to the coordination of the MASW field.

At Miami, Dr. Houlihan is given 25% of her time to teach the field education and seminars I, II, and III. Discussions are occurring to assure she receives assistance in matching students for the Fall placements.

### **Accreditation Standard 3.5. - Implicit Curriculum - 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.**

The Greater Miami Valley Joint MASW program has developed a sufficient budget to maintain needed equipment, carry out its work, and achieve programmatic goals. The resources available to the program are stable and sufficient for educating and preparing competent and effective professionals for advanced generalist practice who will become effective change agents for social and economic justice for oppressed populations. The budgets in both collaborative departments are adequate to facilitate program planning and faculty development.

Both MU and WSU have agreed to share expenses and resources equally, including allocation of faculty and support staff. Expenses include the CSWE fees for applying for Candidacy and initial accreditation which are minimally \$23,000 spread out over a four year period. Annual membership dues after receiving accreditation are \$3,270. Existing funds available to both the MU and WSU programs are ample for covering these costs and are currently available to meet these expenditures in full. Both universities will rely, in part, on endowments and grant funding to provide support for students.

#### **Miami University's Budget Toward the Joint MASW**

MU and the FSW department also have 6 Graduate Assistantships available for graduate students that have a tuition/fee waiver, an academic year stipend of \$11,301 and a summer stipend of from \$900-\$1800.

The program at MU is not requesting additional funds from the university to initiate its part of this joint MASW program. Part of the reason for this is that the portion of the proposed collaborative program located at MU will terminate its current MS in Family Studies and will reallocate all of these resources to the proposed joint MASW program. The proposed joint MASW program will likely result in greater numbers of graduate students who enter the program and pay tuition. This increase is expected because the previous MU graduate program (i.e., MS in Family Studies) consisted almost exclusively of a small number of graduate students who received GAs and did not pay tuition due to the receipt of tuition waivers. As a result, more tuition paying students are expected to enter the new MASW program who will pay the same tuition and fees at both institutions. This equity in tuition and fees will occur because MU has

agreed to substantially lower its graduate student tuition and fees (approximately a 50% reduction) to the same level as WSU so that students in the program will pay the same amount at both institutions. Consequently, from a financial sense, MU students will benefit substantially from this program and yet more revenue will be generated by MU and the FSW department than was true for the previous masters program (i.e., MS in Family Studies).

It should also be pointed out that since both WSU and MU are part of large complex campuses with many resources in place, the existing facilities should meet our needs to provide both evening and weekend classes for an excellent MASW program. The social work program at MU is located in a recently renovated building on campus and is fortunate to have funding and support to acquire the needed equipment to conduct its business and accomplish its goals (see attached budget document). Each faculty member has voice mail and an updated personal computer (i.e., lap-tops or desk-tops that are replaced and upgraded with new computers every 3 years) that are networked to central printers. The department also has excellent equipment including a copy machine that is networked to department computers, a state-of-the art telephone system in department offices, a fax machine, video projectors, a shredder, and scanner. Video and audio equipment also can be checked out from the university's central technology center. With the aforementioned stated, the MU budget for the proposed Greater Miami Valley Joint MASW program over the next 4 years is provided below (please see below) and based on 2010-2011 tuition rates. Table 10 below contains the Miami University of Ohio Budget for the Greater Miami Valley Joint MASW.

**Table 12**

**Miami University Budget for Greater Miami Valley Joint MASW**

**Based on 2010-2011 Tuition Rates**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>I. Projected Enrollment</b>				
Head-count full time	15	15	15	15
Head-count part time	0	0	0	0
Full Time Equivalent (FTE) enrollment	15	15	15	15
	15	15	15	15
<b>II. Projected Program Income</b>				

Each year, MU expects to enroll 15 students: 10 Ohio residents and 5 non-Ohio Residents	\$113,160 +	\$113,160 +	\$113,160 +	\$113,160 +
Each Ohio resident will pay WSU Graduate fees which in 2010-2011 were \$11,316 (excluding Summer)	\$96,105 =	\$96,105 =	\$96,105 =	\$96,105 =
Each non-Ohio resident will pay WSU Graduate fees which in 2010-2011 were \$19,221 (excluding Summer)	\$209,265	\$209,265	\$209,265	\$209,265
Externally funded stipends, as applicable	0	0	0	0
Expected state subsidy	Unknown	Unknown	Unknown	Unknown
Other income (if applicable, describe in narrative section below)  Practicum fee = \$102 per student x 15 students	\$1530	\$1530	\$1530	\$1530
<b>Total Projected Annual Program Income</b>	<b>\$210,795</b>	<b>\$210,795</b>	<b>\$210,795</b>	<b>\$210,795</b>
<b>III. Program Expenses</b>				
New Personnel <ul style="list-style-type: none"> <li>• Instruction (technical, professional and general education ) Full <u>0</u> Part Time <u>0</u></li> <li>• Non-instruction (indicate role(s) in narrative section below) Full <u>0</u> Part time <u>0</u></li> </ul>	0	0	0	0
New facilities/building/space renovation (if applicable, describe in narrative section below)	0	0	0	0
Graduate scholarship/stipend support (if applicable, describe in narrative section below)	0	0	0	0
Additional library resources (if applicable, describe in narrative section below)	0	0	0	0
Additional technology or equipment needs (if applicable, describe in narrative section below)	0	0	0	0



	\$4787.50			
	\$3270			
	\$4000			
		\$1312.50	\$1312.50	\$2759
		\$1635	\$1635	\$1635
CSWE Candidacy fees		\$4000	\$4000	\$4000
Annual CSWE Membership Fee				
Field Supervision Incentives				

<b>Total Projected Expense</b>	<b>\$12,057.50</b>	<b>\$6,947.50</b>	<b>\$6,947.50</b>	<b>\$8394</b>

The program will try to recruit and retain at least 30 new students every year. Among the MU, WSU, and Cedarville University alone, there are more than 30 BSW graduates each year that are eligible for recruitment in the proposed program.

As emphasized elsewhere in this document, MU FSW will *not* be requesting additional state resources for stipends and state subsidies to participate in the proposed joint MASW program with WSU. As previously indicated, part of the reason for this is that the portion of the proposed collaborative program located at MU FSW will terminate its current MS in Family Studies and will reallocate all of these resources to the proposed Greater Miami Valley Joint MASW program. Part of this reallocation will involve 6 Graduate Assistantships (GA) currently within MU FSW that available for graduate students. Each GA has a tuition/fee waiver, an academic year stipend of \$11,301 and a summer stipend of from \$900-\$1800. Thus, it is expected that existing resources will more than cover all the required expenses needed to foster an excellent MASW program in collaboration with WSU.

As stated above, and in order to meet additional expenses, MU and WSU have reached agreement on (1) Candidacy Fees; (2) CSWE Annual Membership Fees; and (3) Field Supervision Expenses. Outlined below, is how the Greater Miami Valley Joint MASW program will handle such expenses.

1. Candidacy Fees for CSWE totaling from \$20,000+ to \$23, 000+ (varies some with program needs) will be covered by current resources held within the MU FSW department. These candidacy fees are shown in the table above across a 4-year period to cover the 1) letter of intent and candidacy eligibility fee (\$6950), Commissioner Visits 1, 2, & 3 (\$2625 x 3= \$7875), initial accreditation eligibility fee (\$1733), and initial accreditation fee (\$3785). MU and WSU have agreed to share expenses and resources equally; thus, the figures in the above table show the half of these fees that MU FSW will pay spread over 4 years
  
2. The CSWE Annual Membership Fee for the proposed program (based on an enrollment of 30 students) is \$3,740 per year. MU and WSU have agreed to share expenses and resources equally, and the figures in the above table reflect the half of these annual fees (\$1635) that MU FSW will pay each year for the four year period.

3. Estimated Field Supervision Expenses approximating (\$4,000 dollars per year are planned to cover training expenses for field supervisors, travel to practicum sites, meal costs for visitations, and individual CSWE memberships, and related expenses.

Existing funds available to both the MU and WSU programs are ample for covering these costs and are currently available to meet these expenditures in full. In addition, the social work program will have a consistently sufficient budget to maintain needed equipment, carry out its work, and achieve Programmatic goals. The resources available to the proposed Program are stable and sufficient for educating and preparing competent and effective professionals in social work.

It should also be pointed out that the operating budget of \$ 38,196 for MU-FSW has remained stable for at least the last 8 years and has been sufficient both to operate the department each year and to generate a surplus which has been carried over for special uses as needed. The university also runs all departmental summer courses on a profit/loss basis that allows departmental course offerings to generate additional operating funds from courses that enroll effectively and produce tuition profits. Consequently, MU-FSW has generated significant profits in most of the scheduled summer courses which has generated additional financial resources (i.e., approximately \$130,000 in operating reserves) that are available to pay for such costs as the above described CSWE candidacy fees, CSWE annual membership fees, field supervision expenses, and related costs. Additional funds will continue to replenish these resources in subsequent summers and can be carried over across annual budgets as continuing program operating funds.

The School of Education, Health, and Society (EHS) has consistently supported the social work program in a fair and equal manner. Operating funds representing monies generated from continuing university funding in EHS are allocated to departments and programs in terms of the number of regular faculty positions in each department (i.e., tenured, tenure-track, lecturer, and clinical faculty) based on a fixed amount per faculty position. Because each of the two programs (i.e., family studies and social work) in FSW have an equal number of regular faculty positions (5.5 positions or FTE for each program), the overall operating budget, including funds allocated by the university, funds earned from summer school profits, and surplus carry-over funds are divided equally between the social work and family studies programs.

In reference to our base continuing funds, after subtracting \$8620 for general departmental expenses (i.e., for work study student expenses, graduate recruitment, lecturer fund, guest expenses, and contingency funds) from the total operating budget (\$38,196) that benefit both departmental programs, the remaining funds (\$29,576) are divided equally between the Family Studies and Social Work Programs. This means that the Social Work Program has \$10,520 at its discretion for supplies and services and \$4,268 for faculty travel or a total of \$14,788 (See Appendix J for Budget Form). The funds specifically allocated to each program can be transferred across budget lines as needed for expenses. Recently, all Social Work Faculty

members have received \$1500 dollars each per academic year for professional travel. The Social Work Program budget consistently includes travel funds for professional meeting (e.g. CSWE) as well as funding for the orientation and training of field supervisors.

The Greater Miami Valley Joint MASW program also has two additional sources of funds at MU to help ensure sufficient and stable funding supports for program planning: (1) an account (averaging around \$2000) to pay some expenses (e.g., travel expenses for field placement and expenses for hosting the Social Work Advisory Committee meetings) that is generated from student fees. Another source of funding is the Social Work Endowment Fund that currently has a corpus value of \$114,000 and has generated a total of \$26,000 that is currently available for uses that seek to make significant improvements in the social work program. These funds are specifically restricted for use only by the Social Work Program for significant projects aimed at improvement.

**Wright State University’s Budget Toward the MASW Collaborative**

The program will try to recruit and retain 30 new students in the non-accelerated program and 12 new students in the accelerated program every year. Between MU, WSU, and Cedarville University, there are minimally 30 BSW graduates each year that are eligible for the accelerated program.

Together, WSU and MU have sufficient faculty and staff to meet the needs of their respective BSW programs and can provide at least 3 faculty each to the MASW program. There are 7 faculty in the WSU Social Work Department, which includes 1 faculty supported through an Ohio Jobs and Family Services Child Welfare training grant.

Both MU and WSU have agreed to share expenses and resources equally, including allocation of faculty and support staff to the MASW program. Expenses include the CSWE fees to applying for Candidacy and initial accreditation which are minimally \$23,000 spread out over a four year period. Annual membership dues after receiving accreditation are \$3,270. Both universities will rely on endowments and grant funding to provide support for students. Currently at WSU, there is an endowed scholarship for 1-2 students annually entering the MASW program. WSU also participates in a state child welfare training program that provides \$5000/year reimbursement for eligible students in the MASW program.

The program at WSU is not requesting additional funds from the university to initiate its part of this collaborative MASW program. See the WSU budget below in Table 13.

**Table 13**

**Wright State University Budget for Proposed Greater Miami Valley MASW Collaborative**

**Based on 2010-2011 Tuition Rates**

	Year 1	Year 2	Year 3	Year 4

<b>IV. Projected Enrollment</b>				
Head-count full time	15	15	15	15
Head-count part time	0	0	0	0
Full Time Equivalent (FTE) enrollment	15	15	15	15
	15	15	15	15
<b>V. Projected Program Income</b>				
Tuition (paid by student or sponsor)	\$113,160 +	\$113,160 +	\$113,160 +	\$113,160 +
Each year, WSU expects to enroll 15 students: 10 Ohio residents and 5 non-Ohio Residents				
Each Ohio resident will pay WSU Graduate fees which in 2010-2011 were \$11,316 (excluding Summer)	\$96,105 =	\$96,105 =	\$96,105 =	\$96,105 =
Each non-Ohio resident will pay WSU Graduate fees which in 2010-2011 were \$19,221 (excluding Summer)	\$209,265	\$209,265	\$209,265	\$209,265
Externally funded stipends, as applicable	0	0	0	0
Expected state subsidy	Unknown	Unknown	Unknown	Unknown
Other income (if applicable, describe in narrative section below)	\$1530	\$1530	\$1530	\$1530
Practicum fee = \$102 per student x 15 students				
<b>Total Projected Annual Program Income</b>	<b>\$210,795</b>	<b>\$210,795</b>	<b>\$210,795</b>	<b>\$210,795</b>
<b>VI. Program Expenses</b>				

New Personnel <ul style="list-style-type: none"> <li>• Instruction (technical, professional and general education ) Full <u>0</u> Part Time <u>0</u></li> <li>• Non-instruction (indicate role(s) in narrative section below) Full <u>0</u> Part time <u>0</u></li> </ul>	0	0	0	0
New facilities/building/space renovation (if applicable, describe in narrative section below)	0	0	0	0
Graduate scholarship/stipend support (if applicable, describe in narrative section below)	0	0	0	0
Additional library resources (if applicable, describe in narrative section below)	0	0	0	0
Additional technology or equipment needs (if applicable, describe in narrative section below)	0	0	0	0
	\$4787.50	\$1312.50	\$1312.50	\$2759
	\$3270	\$1635	\$1635	\$1635
	\$4000	\$4000	\$4000	\$4000
Other expenses (if applicable, describe in narrative section below)				
CSWE Candidacy fees				
Annual CSWE Membership Fee				
Field Supervision Incentives				

<b>Total Projected Expense</b>	<b>\$12,057.50</b>	<b>\$6,947.50</b>	<b>\$6,947.50</b>	<b>\$8394</b>

**Budget Narrative:**

*(Use narrative to provide additional information as needed based on responses above.)*

General Comment--- The program at WSU is not requesting additional funds from the university or the state to initiate its part of this joint MASW program. We are able to meet the needs of the graduate program due to combining faculty lines devoted to the program with Miami University.

Attached is the budget we submitted for the BSW reaffirmation self study in 2010. The 2010-2011 numbers are actual figures rather than projected figures. The biggest line that was decreased was technological support, which is primarily computer support. We still receive computer support for every full-time faculty. The College just changed how they documented that support in their 2010-2011 budget. The WSU Social Work Department continues to receive the numerous resources from the university that were described in the 2010 BSW reaffirmation self study.

The WSU Social Work Department budget will remain the same for the 2012-2013 and 2013-2014 academic years. Three full time faculty lines will be devoted to the MASW program and 4 lines will remain devoted to the BSW program.

The College of Liberal Arts granted the social work department a Graduate Assistant (GA) position beginning Summer 2013. This GA position was awarded to a second year WSU MASW student and covered her tuition and provided a monthly stipend for working 20 hours/week in the BSW program.

Additionally, Social Work has been able to award \$13,500 in Graduate Tuition Scholarships provided by the Graduate School. These funds were distributed among 8 WSU MASW students.





Services						
Travel	4,850	100%	4,850	100%	5,650	100%
Student Financial Aid	10,563	0%	4,691	0%	4,734	0%
Technological Resources	62,904	100%	62,904	100%	1,955	100%
Other (Specify)						
<b>TOTAL</b>	<b>\$747,815</b>		<b>\$762,141</b>		<b>\$667,544</b>	

Comment on External Funding

Wright State is one of eight universities in Ohio participating in the federally funded University Partnership Program (UPP) to train students to become public child welfare workers. Currently, 11 students annually receive a \$5000 stipend for participating in this program. We will request that additional students in the Greater Miami Valley MSW Joint MASW program be eligible for these annual stipends (for a maximum of \$10,000 per student). Minimally, WSU students in the MASW program can compete to be among the 11 students who receive the stipend annually. WSU will work with MU and the Ohio Jobs and Family Services to explore MU’s future involvement in the UPP.

WSU has an endowed scholarship fund that can be dedicated to provide 1-2 \$1000 scholarships for MASW students. We are working with the University Development Department to create more MASW scholarships for WSU students.

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

The social work programs at Wright State University (WSU) and Miami University (MU) have combined their respective resources and formed a joint Masters of Arts in Social Work (MASW) program to efficiently manage and make maximum use of our resources. We arrived at the decision to pursue this joint effort as the best possible means for providing excellent graduate training to students who are admitted to this new program. The social work programs at both universities have received consistently sufficient budgets to maintain needed equipment, carry out their work, and achieve programmatic goals. The resources available from both universities to support the joint MASW are stable and sufficient for educating and preparing highly competent and effective professionals for a MASW program designed to produce graduates who

will become effective change agents for social justice and for promoting the well-being of at-risk and disenfranchised populations. The current level of funding available to both programs is such that neither WSU nor MU is requesting additional funds from their respective universities to initiate the joint MASW program. Both institutions have agreed to share all costs for this joint effort on an equal basis.

The social work department at WSU has been providing masters level training in a partnership with Ohio State University for several years. From a resource standpoint, therefore, WSU has been planning to provide graduate training in social work for several years. The FSW program at Miami University has successfully funded a Masters of Arts in Family Studies for many years, which demonstrates the ability of FSW to fund and provide sufficient resources for excellent graduate education. Recently, FSW made the decision to discontinue providing graduate education in family studies, initiate an MASW, and transfer all funds and resources to support graduate education in social work that meets all of the standards required by CSWE for an MASW program. The funds and resources available to the social work programs at both universities are certainly sufficient to facilitate program planning, continue to improve the program, foster faculty development, and address challenges in the program's context.

The base annual operating budget (state appropriated and continuing funds) of the Department of Family Studies and Social Work (FSW) at Miami University is \$38,196 and has remained stable for at least the last 9 years. These are funds above and beyond the faculty and staff salaries. The base operating budget for The Social Work (SW) Department at WSU has remained stable for several years. The base annual operating budgets for the social work programs at both universities have been sufficient to operate the respective academic departments, inclusive of graduate and undergraduate programs. Operating funds at MU have been sufficient each year to generate a surplus which has been carried over for special uses as needed in subsequent academic years. The operating budgets cover the cost for travel between the two universities, stipends for guest presenters, supplies, phones, computer support, and lunches for combined meetings and advisory board meetings.

MU also runs all department summer courses on a profit/loss basis that allows the social work program to earn additional operating funds from courses that enroll effectively and produce tuition profits. FSW and the Social Work Program have generated significant profits (\$50, 000-\$70,000 per year) during the last 4 summer sessions. These additional resources/profits from scheduled summer courses can be used to supplement the department operating budget and can be carried over across annual budgets to be used in subsequent years. Miami University also will phase in a new budgeting system next academic year that should result in FSW receiving profits from its large course enrollments and other performance criteria during the regular academic year. Currently, the total reserves from operating budget carry over and summer profits is approximately \$304,000. The WSU summer budget is generated by the Provost office and is supported when there at least 8 graduate students in a section, which will not be a problem for the MASW program. WSU is also transitioning to a new financial model that will reward programs and classes that are efficient. The dean of the College of Liberal Arts has already identified that the social work program, and especially the growth of the MASW program, result in social work being in a place for faculty growth in the future.

The School of Education, Health, and Society (EHS) is the school at MU in which FSW is currently a component. The SW department at WSU currently is a component of the College of Liberal Arts (CoLA). Both of these larger academic units at the college/school levels have consistently supported the social work program at MU and WSU in a fair and reasonable manner. Operating funds at MU are allocated to departments and programs in terms of the number of regular faculty positions in each department (i.e., tenured, tenure-track, lecturer, and clinical faculty) based on a fixed amount per faculty position. The operating funds at WSU are allocated to departments and programs in terms in the past determined by the dean of CoLA. Under the new financial budgeting system, the enrollment and efficiency of the program will generate more funds to the program. At MU, because each of the two FSW programs, family studies and social work, have an equal number of regular faculty positions, the overall operating budget and all other funds available are divided equally between the social work and family studies programs. At least half of the funds allocated to the social work program are subsequently divided between the joint MASW program and the BSW program in FSW. Thus the annual available funds at MU from the base operating budget, annual carry-over, and from summer earnings designated for the MASW total of approximately \$25,000 per year, without diminishing our departmental reserves. All of the operating and other available funds allocated to the SW department at WSU are divided between the joint MASW and undergraduate BSW program. There are some endowed scholarships that are devoted solely to the MASW program.

The funds within both institutions that are specifically allocated to each program can be transferred across budget lines with reasonable flexibility as needed for expenses. Recently, all MU social work faculty members have received \$2000 dollars each per academic year for professional travel. The social work faculty members at WSU are currently receiving \$900 per academic year for professional travel. Faculty can apply for additional professional development funds from CoLA, Research and Sponsored Programs, and other academic support offices on campus. The social work program budgets at both WSU and MU consistently include travel funds for professional meeting (e.g., CSWE), faculty development, as well as funding for the orientation and training of field supervisors.

The social work program at MU has two additional sources of funds: (1) an account (averaging around \$2000) to pay some expenses (e.g., travel expenses for field placement and expenses for hosting the Social Work Advisory Committee meetings) that is generated from student fees. Another source of funding is the Social Work Endowment Fund that currently has a corpus value of \$114,000 and has generated a total of \$14,800 that is currently available for uses that seek to make significant improvements in the social work program. These funds are specifically restricted for use only by the social work program for significant projects aimed at improving the MASW or the BSW programs.

Both MU and WSU have agreed to share expenses and resources equally, including allocation of faculty and support staff. Expenses include the CSWE fees for applying for candidacy and initial accreditation which are minimally \$23,000 spread out over a four year period. Annual membership dues after receiving accreditation are \$3,270. Existing funds available to both the MU and WSU programs are ample for covering these costs and are currently available to meet these expenditures in full. Both universities will rely, in part, on endowments and grant funding

to provide support for students. The operating and related funds held by the MU and WSU social work programs are ample to handle the required expenditures specified above.

The FSW department at MU also has 6 Graduate Assistantships available for graduate students that have a tuition/fee waiver, an academic year stipend of \$11, 815 and a summer stipend of from \$900-\$1800. Two scholarship accounts specific to graduate students have already been established at WSU. One scholarship was established specifically to support one student annually who pursues a career in working with older adults. The second scholarship was established specifically to support one student annually who has an internship working with persons with developmental or intellectual delays. The Department is working with the WSU Foundation and Alumni Society to secure more scholarships for the MASW program. The chair of social work at WSU has requested at least one graduate assistantship from the CoLA dean for the MASW program.

According to MU university policy, although only the Department Chair at MU has signature authority for budgetary items and expenditures, the Chair works closely with the Director of the MASW and almost always takes the advice of the Director in reference to budgeting, the availability of funds, and expenditures for the social work program. In establishing the MU social work budget, the Director of the MASW, The Department Chair, and the social work faculty collaborate to identify the appropriate division of the budget, budgetary priorities, and decisions on expenditures. At WSU, The Department Chair and the Director of the MASW are the same person and is also the individual who has signature authority for expending funds. In establishing the WSU social work budget, the Director of the MASW (also the Department Chair) and the social work faculty have collaborated to identify the appropriate division of the budget, budgetary priorities, and decisions on expenditures. Monthly budget statements are sent to the Department Administrative Assistant and the Social Work Secretary and are available to the Director, the Department Chair, and faculty members.

The social work program budgets at both WSU and MU allow sufficient flexibility across budget lines to effectively purchase office supplies, mailing charges, copying supplies, copy machine expenses and repair, telephone expenses, faculty travel, and educational materials. Funds used for faculty and staff salaries, graduate assistant stipends, most computer and technology support services, library purchases, most faculty development costs, and student financial aid is included in the general operating budgets of the university and the school/college levels rather than being costs that the social work programs must incur at the department level. Social work funds are consistently used to provide faculty with opportunities for professional development (e.g., to purchase educational materials for classroom use) that will translate into continuous efforts to improve the program and address challenges.

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

The departmental support staffs that assist the social work programs at both WSU and MU have adequate personnel to carry out the work and accomplish the objectives of the joint MASW program. FSW at MU has a full-time Administrative Assistant and a full-time Social Work Secretary that serve faculty members in both the social work and family studies areas of the department. Funds are also available at MU to hire 2 work study students in FSW to assist with office and clerical support. The Administrative Assistant supports all members of the department, whereas the Social Work Secretary gives priority to the social work faculty in her support activities. WSU has 1 full-time Administrative Assistant who services all members of the SW faculty. Funds are also available at WSU to hire 2 work study students to assist with office and clerical support. All of the regular staff members at MU and WSU are very knowledgeable, experienced, and capable professionals. The department also has adequate funding to provide part-time support for work study students as needed.

Because both WSU and MU are part of large complex campuses with many resources in place, the existing facilities quite easily meet needs to provide graduate classes during the regular academic week, classes in the evening and weekend classes for an excellent joint MASW program that is responsive to student and community needs. The social work programs at MU and WSU are located in a very modern and/or recently renovated buildings on campus and are fortunate to have funding and support to acquire the needed equipment to conduct their business and accomplish program goals. Illustrative of efforts to constantly improve our instructional facilities is the recent investment (\$35,000) made by the MU (FSW) program to establish a classroom for closed-circuit television transmission for the joint MASW. Consequently, current technology exists to offer courses via closed-circuit television on both campuses simultaneously and to offer on-line courses, which will become increasingly necessary for the new MASW program. Furthermore, both existing technology and processes are operational to assist in the critical stages of matriculating students: recruitment, admission, financial aid, placements (if necessary), course management/self-auditing, graduation, and alumni relation. In essence, the student should experience a nearly transparent experience within the joint program as separate admission procedures serve a common purpose. Besides coursework provided through technology and on the two main campuses, MU has recently opened up their Voice of America (VOA) campus located in West Chester, OH and also has a regional campus in Middletown, OH, both of which have classrooms available for the joint MASW program. These locations are only 20-30 miles from both the WSU and MU main campuses and are easily accessible by persons living in the Dayton, Oxford, and surrounding communities.

Faculty members at both institutions have voice mail and updated personal computer (i.e., laptops or desk-tops that are replaced and upgraded with new computers on a regular basis) that are networked to printers. The departments also have excellent equipment including copy machines that are networked to department computers, excellent telephone systems in department offices, fax machines, video projectors, shredders, and scanners. Video and audio equipment also can be checked out from central technology centers.

Faculty in both the WSU and MU programs have access to considerable instructional technology, including computer based class management systems. Both universities also provide good technology support to departments that are housed at the college/school level and have technology staffs adequate for serve faculty and student technology needs. Additional

technological support is also operated at the university level of both institutions. The technology staff assist in the maintenance of hardware and software and the implementation of new technologies. The university offers a number of technology workshops for faculty and students.

Both universities have an expansive base of field education sites for the MASW program and the current BSW programs. WSU alone, for example, has a base of over 125 field sites. Both universities have an advisory board of community social workers and social service directors. A new advisory board (with members representing each university) is being formed to oversee the MASW program. MU has reduced its tuition for MASW students to be equal to the graduate tuition of WSU. This will greatly help attract the expected 15 students annually for MU and further demonstrates the dedication of the MU administration to support the MASW program.

Both universities provide space and computing resources for students to use specialized software and hardware needed for class assignments. Provided by the libraries, academic departments and regional campuses, many of these spaces also provide technology to support group collaboration. MU also has a The Digital Learning Lounge (DLL) in EHS to provide FSW faculty and students with places to collaborate and exchange ideas about technology. The DLL is staffed with technology experts to assist faculty and students with their work. Equipment is available for use in the DLL or to check out. Monthly workshops are being offered in the DLL on topics such as podcasting, iMovie development, or classroom management systems.

**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.**

Miami University (MU) and Wright State University (WSU) have an extensive library system that is available to both faculty and students of the Greater Miami Valley Joint MASW program. Below are some highlights of these resources. The Library Report is found in Appendix D.

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

All social work faculty at MU and WSU (i.e., tenured, tenure-track, lecturer, and clinical) currently have private offices in a recently renovated building that are more than adequate for accomplishing university, departmental, and programmatic goals. Classroom facilities range from above average to excellent in terms of their support of teaching and learning. The rooms range in size from small to large and provide a modern learning environment. Every classroom used by faculty has technology stations equipped with a computer, connection to the internet, projector, DVD/Video player, Star Board, and Document Camera. Some classrooms also have such things as smart boards. Classroom technology stations are supported by each of the university instructional technology services in terms of repair and assistance. Phones are in each

classroom for instructors to quickly communicate with technology service personnel for rapid service to deal with questions when technology failures occur.

Each faculty member's office has a computer with internet access linked to a centrally located printer, file cabinets, desk, chair(s), and book shelves. Each faculty member has a telephone in their private office with voice mail. Faculty offices can accommodate students and even small groups of students for advising and consultation. Faculty computers are equipped with the campus e-mail systems (i.e., Outlook and web-based systems), electronic access to the library, Blackboard, and access to the world- wide web through Internet Explorer and other providers such as Firefox. Office computers also are linked to a central departmental copy machine. A variety of meeting rooms in terms of size and ambience are also available for student and faculty meetings in each university.

In addition to the classroom facilities and the technology support in each classroom, the Greater Miami Valley Joint MASW program will also take advantage of the Miami University - Voice of America (VOA) campus located between MU – Oxford Campus and WSU. Similar to the office and classroom space and/or computer-mediated access offered at MU and WSU, the VOA provides above average to excellent support services in terms of teaching and learning. Each classroom provides a modern learning environment in which each faculty member teaching in the Program has access to technology stations equipped with a computer, connection to the internet, projector, DVD/Video player, Star Board, and Document Camera. Besides coursework provided through technology and at the two main campuses, the VOA campus (located in West Chester, OH) has classrooms available for the Greater Miami Valley Joint MASW program. The VOA is (roughly) only 20-30 miles from both the WSU and MU main campuses and will be easily accessible by persons living in the Dayton, Oxford, and surrounding communities.

Lastly, current technology exists to offer courses via closed-circuit television on two campuses simultaneously and to offer on-line courses, which will be necessary for the proposed collaborative Program. Furthermore, both technology and existing processes will also assist in the critical stages of matriculation of students: recruitment, admission, financial aid, placements (if necessary), course management/self-auditing, graduation, and alumni relation. In essence, the student should experience a nearly transparent experience of the joint program with separate admission procedures serving a common purpose.

Faculty in both departments have experience teaching online courses and will develop online courses for the MASW program. For example, Dr. Theresa Myadze of WSU is teaching an elective on Appalachia: Race and Gender during Summer 2013. The course is taught 100% online.

**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).**

The Greater Miami Valley Joint MASW program is committed to and provides equal opportunities for people with disabilities and, as such, is proactive in its efforts to comply with federal laws such as Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments of 2009. At each university, supports are provided to students with documented disabilities, providing services designed to ensure access to university programs and curriculum. Support staff work with faculty and other university and community resources to ensure that reasonable and appropriate academic accommodations are available and provided. The objective is to ensure full and equal participation for persons with disabilities by empowering individuals, promoting equal access, encouraging self-advocacy, reducing attitudinal, physical, and communication barriers as well as providing appropriate accommodations. Through these institutional services and the library system, a variety of accommodations are provided such as adjustable classroom tables, ergonomic chairs, books on tape, closed circuit television, reader services, reading assistance software, digital conversion software, digital print enlarger, Braille, large print books, computer assisted learning, and transportation needs.

The WSU Office of Disabilities Services (ODS) provides comprehensive services for students with disabilities. A student must first register with ODS to receive services which include: individual learning plans; adaptive resources such as Books on Tape; a scribe for visually impaired students; adaptive computer software; consultants to instructors; career preparation which includes an ODS representative meeting with a student's field education supervisor; extra time for taking exams; and tutors.

The Social Work Department has an excellent working relationship with ODS which has resulted in many students with disabilities graduating from the Social Work program. See [www.wright.edu/students/dis\\_services/](http://www.wright.edu/students/dis_services/) for an in-depth description of the services provided by ODS.