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I. INTRODUCTION

Welcome to the social work program. You have chosen an exciting and challenging profession. Your desire to serve God through the profession of social work will lead to a rewarding life of helping others.

This is the student handbook. It will explain how the social work program operates. It gives important information about what you can expect from the social work program at Cedarville University. It is produced by the social work program and features material prepared by or resulting from student input. This handbook is available on the S-drive: S:\DEPT\SWK\Admission. This handbook will explain the program, course of study, procedures, and requirements within the social work program. For further information, contact a student member of the Advisory Council or inquire at the social work program office, located in Apple Technology Resource Center 120.

II. PROFESSIONAL ACCREDITATION AND LICENSURE

Cedarville University is educationally accredited by the Higher Learning Commission to offer a Bachelor of Science (BS) in Social Work.

The social work program received initial accreditation (June 15, 1998) from the Council on Social Work Education (CSWE). Accreditation is retroactive to the graduates of 1996. In July 1994, the Feasibility Study (Eligibility Criteria) was submitted and approved. Part II (Evaluative Criteria) was submitted in December 1994. Commission visits were accomplished during spring quarter 1995 and spring quarter 1996. The program was granted candidacy in October 1995. Accreditation was reaffirmed in 2001, 2010 and 2018.

Graduates are currently eligible for licensure in Ohio and all other states where licensure is available. Graduates may be eligible for advanced standing in graduate studies for a masters in social work.

III. PROGRAM PERSONNEL

A. FACULTY

Michael E. Sherr, PhD, MSW, Professor, Program Director, Department Chair. Education: BSSW, University of North Carolina; MSW, University of South Carolina; PhD, University of South Carolina. Professional Appointments: Assistant Professor of Social Work, Graduate Program, Northwest Nazarene University 2004-2006; Assistant Professor of Social Work, Baylor University, 2006-2009; Director Ph.D. Program, Baylor University 2009-2012; Social Work Department Head and Professor, University of Tennessee Chattanooga, 2012-2016; Professor of Social Work, Middle Tennessee State University, 2017-2018; at Cedarville as full-time faculty since 2018.

George E. Huff, MSSA, LISW-S, Professor, Field Director. Education: BA, Ashland University; MSSA, Case Western Reserve University. Professional Appointments: Adjunct Professor at
Ashland University 1989-2000 and at North Central State College 1999-2000; at Cedarville as full-time faculty since 2000. huffg@cedarville.edu

Melissa Brown, MSW, LSW, Assistant Professor, International Field Coordinator. Education: BSSW, Cedarville University; MSW, the Ohio State University. Professional Appointments: Mental Health Counselor at Cedarville 2014-2015; Adjunct Professor at Cedarville 2014-2015; at Cedarville as full-time faculty in 2015. melissadbrown@cedarville.edu

Sandra L. Wagner, MSW, LSW, Instructor of Social Work. Education: BSSW, Cedarville University; MSW, Boise State University. Professional Appointments: Adjunct Professor at Cedarville University spring 2019; at Cedarville as full-time faculty since fall 2019. slwagner@cedarville.edu

The faculty hold memberships in various professional organizations including the National Association of Social Workers, Council on Social Work Education, Association of Baccalaureate Social Work Program Directors, and American Association of Christian Counselors. Faculty members also serve on various boards of directors in local and county social service agencies.

B. STAFF

Esther Lanham serves as the accreditation specialist and office manager for the department. She has been in the department since October 2002. estherlanham@cedarville.edu

IV. SOCIAL WORK PROGRAM AND THE CONCEPT OF CHRISTIAN SOCIAL WORK

Cedarville University offers a social work program emphasizing biblical integration and ethical professional practice. This approach trains students to respond to human needs from a biblical worldview. The tenets of the Biblical Foundation for Social Work at Cedarville University are available on the following page.
## Biblical Foundation for Social Work

**At Cedarville University**

| **Creation** | God created the heavens and the earth. In six literal days, God created light, water, sky, vegetation, day, night, and all living creatures. He created mankind in His own image, blessed them and set them to rule over every living creature and every plant throughout the whole world. He saw that all He created was good. On the seventh day, God finished His work and rested. He then blessed the seventh day and made it holy because He rested from all the work of creation that He had done. Genesis 1; Genesis 2:1–2

God formed man from the dust of the ground. He put the man in the Garden of Eden to work and take care of it. He commanded the man to eat from any tree in the garden except for the tree of knowledge of good and evil. The Lord then created the woman from the man. Tempted by the serpent, the woman ate from the tree of knowledge of good and evil. She also gave some to the man. God then banished them from the Garden of Eden. Genesis 3 |
| **Sin** | When Adam disobeyed God and ate from the tree of knowledge of good and evil, sin entered the world, and in this way death came to all people, because all sinned. The presence of sin creates a chasm between God and all people, as all are now born with a sinful nature. It is because of this sinful nature that we are condemned before a holy God. Romans 5:12; Leviticus 19:1–2; Isaiah 64:6 |
| **Redemption** | God, all-powerful, all-knowing, and always present, sent Jesus Christ, His only begotten Son, conceived by the Holy Spirit, born of the virgin Mary. Jesus Christ was sent to die for our sins according to the Scriptures as a representative and substitutionary sacrifice. Those who repent and believe in Jesus Christ are justified on the grounds of His shed blood and are saved by grace through faith wholly apart from human merit or works. Matthew 22:41–46; Acts 1:11; John 1:12,13; 3:3–16; 5:24; 10:28,29; Acts 13:39; 16:31; Romans 3:21–28; Ephesians 1:3–14; 2:8–10; Philippians 1:6; Titus 3:3–8; 1 Peter 1:23; 2 Peter 1:4–11 |
| **Resurrection, Ascension, Return** | Three days after Jesus was crucified, He was resurrected and appeared to the disciples. He ascended into heaven where He lives presently as our high priest and mediator, and will rapture the Church before the Tribulation. He will return bodily and visibly to earth at the end of the tribulation to establish His millennial kingdom, and reign as the supreme Lord over all nations. Luke 24:36–43; John 14:1–6; 20:24–29; Acts 1:9–11; 1 Corinthians 15:12–58; 1 Thessalonians 4:13–18; 5:1–11; 1 Timothy 2:5; Revelation 1:4–7; 19:11–16; 20:6 |
| **Believer’s Inheritance** | Our belief in the death, burial, and resurrection of our Lord Jesus Christ gives us an inheritance that can never perish, spoil, or fade, the salvation of our souls. After we believed, we were sealed with the promised Holy Spirit, who Christ gave us as a deposit guaranteeing our inheritance until the redemption of all those who are God’s possession. Ephesians 1:13–14; 1 Peter 1:3–9 |
| **Divine Grace** | Until the return of our Lord Jesus Christ, God, because He is good and shows mercy to all of His creation, causes the sun to rise, sends rain, provides food and drink, and fills hearts with the capacity for joy for the sons and daughters of Adam and the sons and daughters of Jesus Christ. Psalm 145:9; Matthew 4:45; Acts 14:15 |
| **Servants of Common Grace** | While followers of Jesus Christ live in the assurance of salvation, all human beings face the consequences of sin, which may include false teachings, painful toil, malnutrition, famine, drought, poverty, hardship, abuses, physical and mental illness, and the pains of grief from dealing with the physical death of loved ones. Genesis 3:17–19; Acts 6:1; Hebrews 13:1–3, 6–14

Believers in Jesus Christ, filled with the Holy Spirit, called to the vocation of social work, equipped with a biblical integration of social work knowledge, values, and skills, serve as evidence of God’s goodness and mercy for all of His creation. Social work at Cedarville University prepares students to become servants of common grace trained to help the sick, the prisoner, the widow, the orphan, and others who are suffering from the consequences of sin. Graduates of the social work program at Cedarville University are grounded in knowledge and committed to seeking wisdom in God’s holy and inerrant Word, prepared to be competent in their professional practice, and ready to give their testimony for Jesus Christ. Matthew 25:40–46; Acts 6; 2 Corinthians 5:20–21; James 1:27; 2:14–26; 2 Timothy 1:6–13; Micah 6:8 |

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[Department of Social Work, Cedarville University]
V. A HELPING PROFESSION

Although professional social work practice has only been in existence about 100 years, humanitarian concern is as old as the history of humankind. The increase in population and industrialized technology of the nineteenth and twentieth centuries necessitated the development of a profession aimed at the prevention and solution of social problems. This profession is known as social work practice. It combines values, knowledge, and skills to help people in need. Social work is concerned with the whole spectrum of human need.

SERVANTS OF COMMON GRACE

All humans face the consequences of sin, which may include malnutrition, famine, drought, poverty, hardship, abuses, physical and mental illness and the grief of bereavement. Christian social workers, equipped with a biblical integration of social work knowledge, values, and skills, serve as evidence of God’s goodness and mercy for all of His creation. Social work at Cedarville University prepares students to become servants of common grace trained to help the sick, the prisoner, the widow, the orphan, and others who are suffering for the Word of God and the Testimony of Jesus Christ.

SOCIAL WORK VALUES

The basic values which underlie this profession are:

- service
- social justice
- the worth and dignity of the person
- importance of human relationships
- integrity
- competence

SOCIAL WORK SKILLS

Major skills that are learned include the ability to do social work practice, develop a helping relationship, think critically, practice within the values and ethics of the profession, develop good communication skills, gather information and make referrals, and stimulate the development of a social consciousness.

ROLES OF THE CHRISTIAN SOCIAL WORKER

- Ambassador of Christ
- Peace Maker
- Servant Leader
- Servant Follower
- Mediator
- Integrator
- General manager
- Educator
- Analyst/evaluator
- Broker
- Facilitator
- Initiate
- Negotiator
- Mobilizer
- Advocate
- Case manager
VI. STUDENT CODE OF ETHICS

The Student Code of Ethics is consistent with the doctrinal statement of the university and the NASW Code of Ethics.

1. Social work students’ ethical responsibilities to learning
   1.1 Social work students should understand that the program offers a generalist method foundation, and upon graduation practice should be completed within this framework.
   1.2 Social work students may not cheat. (Definition: Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication (oral and/or written) or receipt of such information during an academic exercise).
      a. Dishonesty, Fraud, and Deception: As cited in the National Association of Social Workers (NASW) Code 4, social work students should not participate in, condone, or be associated with dishonesty, fraud, and/or deception.
      b. Fabrication and Falsification: Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
      c. Plagiarism: Intentionally or knowingly presenting the words or ideas of another as one’s own without proper acknowledgement of the source.
      d. Abuse of Academic Materials: Intentionally, knowingly destroying, stealing, or making materials inaccessible (i.e. library or other borrowed academic resources).
      e. Complicity in Academic Dishonesty: Intentionally or knowingly helping, or attempting to help another to commit an act of academic dishonesty.
   1.3 Social work majors not yet admitted into the Program should make an earnest effort to complete volunteer work that is meaningful for one’s social work education and interest.

2. Social work students’ ethical responsibilities to other students
   2.1 Social work students must respect the differences of other students’ opinions.
   2.2 Social work students should not intentionally disrupt classes in any form or manner.
   2.3 Social work students should not act in a way that endangers other students, faculty, staff, and/or clients.
   2.4 Social work students may not bring frivolous or false charges against other students.
   2.5 Social work students who observe, believe, or suspect another student of cheating in any graded assignment must immediately bring the matter to the attention of the instructor.

3. Social work students’ ethical responsibilities to professors and the social work program
   3.1 Social work students should conduct themselves as an entry-level professional at all times on and off campus.
   3.2 Social work students must fully embrace the generalist model as a perspective for social work practice.
   3.3 Social work students are obligated to live up to their full intellectual potential in completing assignments.
   3.4 Social work students should focus on course content and practice application rather than preoccupation with grades.
3.5 Social work students who question the ethical validity of the field agencies’ assignments are obligated to confer with the social work program field director.

3.6 Social work students who question the ethical validity of the field professor’s policies and procedures are obligated to confer with the Program Director.

4. Social work students’ ethical responsibilities to field work client system

4.1 Students are obligated to comply with all ethical responsibilities to client systems as articulated in the NASW Code of Ethics (standards 1.01-1.16). The following ethical standards relevant to the activities of all social work students include: Commitment to Clients, Self-Determination, Informed Consent, Competence, Cultural Competence and Social Diversity, Conflicts of interest, Privacy and Confidentiality, Access to Records, Sexual Relationships, Physical Contact, Sexual Harassment, Derogatory Language, Payment for Services, Clients Who Lack Decision-Making Capacity, Interruption of Services, and Termination of Services.

4.2 Students will incorporate technology into client services in accordance with the NASW and ASWB Standards of Technology and Social Work Practice found at https://www.socialworkers.org/practice/standards/naswtechnologystandards.pdf.
   a. Protect client confidentiality at all times.
   b. Follow agency policies and procedures for use of technology.
   c. Ensure compliance with federal laws regarding client written and electronic records.

4.3 Social work students who are involved in volunteer work and/or field work and are confused about an impending ethical issue should consult the setting supervisor and a social work faculty member.

5. Social work students’ ethical responsibilities to field instructors

5.1 Social work students are obligated to fulfill the terms of the Affiliation Agreement.
   a. Adhere to professional ethics and conform to the usual standards and practices of the agency.
   b. Meet work requirements as regularly scheduled by the agency within the Program’s requirement of 8 hours/week for juniors and 16 hours/week for seniors.
   c. Observe accuracy and promptness in preparation of correspondence, records, and reports.
   d. Protect the validity and confidentiality of electronic and written records and reports.
   e. Relate to appointed agency field instructor in matters of consultation and supervision, keeping the field instructor informed of activities and progress.
   f. Provide professionally sound and appropriate services to clients.

5.2 Social work students are obligated to complete field assignments in a committed, serious, and purposeful fashion.

5.3 Social work students are obligated to live up to their full intellectual abilities when completing their field work experience.

5.4 Social work students are obligated to comply with field agency policies and procedures.

5.5 Social work students who question the ethical validity of the field agencies’ assignments are obligated to confer with the field instructor and if further question exists, confer with the field director.

6. Social work students’ ethical responsibilities to the University

6.1 Social work students should act in a manner that brings a positive image or credit to the university.
6.2 Social work students are obligated to comply with the university Student Handbook, the Community Covenant, the Social Work Program Student Handbook, and the guidelines found in the Field Guide.

6.3 Social work students are obligated to refrain from defacing university property and equipment.

Written by students in SWK 2900 Spring 2011. Revised and approved by Advisory Council and student representatives April 2016.

VII. FUTURE CAREERS AND MINISTRIES

Social work graduates usually enter one of three general areas of service and ministry:

A. PROFESSIONAL SOCIAL WORK
   Christians who minister as a professional social worker must meet demanding standards required by law. A bachelor's degree and a license in social work are usually required.

B. PROFESSIONAL CHURCH AND CHURCH-RELATED SPECIALIZATIONS
   Church social workers and denominational organizations are increasing. Competent Christian social workers are needed to develop these crucial ministries.

C. INFORMAL ASSISTANCE
   Special understanding of people and their needs enables graduates to minister more effectively as personal and social problems arise in their local church congregations. Appropriate use of such skills often opens opportunities for increased gospel witness.

VIII. MISSION, GOALS, AND OBJECTIVES

The social work major prepares students for future ministries/careers in professional social work, professional church and church related specializations, and informal assistance. The wide range of opportunities within the social work field provides graduates with numerous ways of investing in the lives of individuals, families, groups, and communities.

Our mission: the Cedarville University Social Work Program develops competent servant leaders, grounded in biblical truth to practice generalist social work in diverse settings worldwide advancing human and community well-being.

Goals: the goal of the social work program is to prepare future professional social workers who are competent in the areas of

1. Serving diverse people, groups and communities by treating all with dignity and respect, valuing all relationships.
2. Addressing conditions which limit human rights, promoting social, economic and environmental justice worldwide, and working toward the elimination of poverty with the underpinning component of enhancing the quality of life for all people.

3. Practicing with competence and integrity using scientific inquiry and evidence based interventions.

IX. EDUCATIONAL POLICY AND STANDARDS

The Council on Social Work Education (CSWE) has established Educational Policy and Accreditation Standards (EPAS). This policy outlines the curriculum content of all schools of social work that CSWE accredits. The intent of this policy is to provide a sound, consistent curriculum for students, so that upon graduation, students will possess the knowledge, values, and skills needed for a generalist social worker.

EPAS is important for students, as it informs them of the guidelines for social work education, which in turn they may use to evaluate their own education in accordance with CSWE standards.

EPAS describes four features of an integrated curriculum design:

1. program mission and goals
2. explicit curriculum
3. implicit curriculum
4. assessment

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine program has added a tenth competency that relates to integrating faith and social work practice.

The educational policy is included in this handbook, as it serves as the framework for the curriculum.
<table>
<thead>
<tr>
<th>Competency 1 – Demonstrate Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.</td>
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<tr>
<td>Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
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<tr>
<td>Social workers demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.</td>
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<tr>
<td>Social workers use technology ethically and appropriately to facilitate practice outcomes.</td>
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<tr>
<td>Social workers use supervision and consultation to guide professional judgment and behavior.</td>
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<table>
<thead>
<tr>
<th>Competency 2 – Engage Diversity and Difference in Practice</th>
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<tbody>
<tr>
<td>Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
</tr>
<tr>
<td>Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
</tr>
<tr>
<td>Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
</tr>
<tr>
<td>Social workers engage in practices that advance social, economic, and environmental justice.</td>
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<table>
<thead>
<tr>
<th>Competency 4 – Engage in Practice-informed Research and Research-informed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers use practice experience and theory to inform scientific inquiry and research.</td>
</tr>
<tr>
<td>Social workers apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
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<tr>
<td>Social workers use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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<table>
<thead>
<tr>
<th>Competency 5 – Engage in Policy Practice</th>
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</thead>
<tbody>
<tr>
<td>Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
</tr>
<tr>
<td>Social workers assess how social welfare and economic policies impact the delivery of and access to social services.</td>
</tr>
<tr>
<td>Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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<thead>
<tr>
<th>Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities</th>
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</thead>
<tbody>
<tr>
<td>Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
</tr>
<tr>
<td>Social workers use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.</td>
</tr>
</tbody>
</table>
**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Social workers select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Social workers negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers select and use appropriate methods for evaluation of outcomes.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Competency 10 – Faith and Practice**

Social workers integrate faith and practice through a process of ethical reasoning by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.

Social workers apply self-awareness and use reflection and self-regulation to manage personal biases and values and maintain professionalism in practice situations.

Social workers respect spiritual diversity, applying into their practice an understanding of the importance of diversity and difference in shaping life experiences.

Social workers assess client strengths and needs using a bio-psycho-social-spiritual model.
X. CURRICULUM AND REQUIRED SEQUENCE

The curriculum of this baccalaureate social work program is organized around a sequence in line with the standards of the Council on Social Work Education.

### Freshman Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td><strong>General Psychology</strong></td>
<td><strong>Introduction to Sociology</strong></td>
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<tr>
<td>(PYCH-1600 F/S)</td>
<td>(SOC-1300 F/S)</td>
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<td>3</td>
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<tr>
<td>Fundamentals of Speech</td>
<td><strong>Introduction to Humanities</strong></td>
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<tr>
<td>(COM-1100 F/S)</td>
<td>(HUM-1400 F/S)</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>English Composition</td>
<td>Old Testament Literature</td>
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<tr>
<td>(ENG-1400 F/S)</td>
<td>(BTGE-2730 F/S)</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>Bible and the Gospel</td>
<td><strong>Principles of Biology</strong></td>
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<tr>
<td>(BTGE-1725- F/S)</td>
<td>(BIO-1000 F/S)</td>
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<td>3</td>
<td>3.5</td>
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<tr>
<td><strong>Introduction to Social Work</strong></td>
<td><strong>Physical Activity &amp; Healthy Living</strong></td>
</tr>
<tr>
<td>(SWK-2330 F/S)</td>
<td>(PEF-1990 F/S)</td>
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<tr>
<td>3</td>
<td>2</td>
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<tr>
<td>Field Survey</td>
<td><strong>TIE</strong></td>
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<tr>
<td>(SWK-2350 F/S)</td>
<td>(SWK-1100 S)</td>
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<td>Total</td>
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<td>17</td>
<td>15.5</td>
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*Choose two electives from: SWK w/ Aging Populations; SWK in Mental Health Settings; or Cultural Anthropology

**SWK-2900 is not a prerequisite for Program Admission but must be taken prior to Junior Field Experience

### Sophomore Year

<table>
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<tr>
<th>Fall</th>
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<tbody>
<tr>
<td><strong>Elective:</strong> SWK w/Aging Pop</td>
<td><strong>Ethics in the Helping Prof</strong></td>
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<tr>
<td>(SWK-2500 F)</td>
<td>(SWK-2900 S)</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>Politics and Am. Culture</td>
<td>Concepts Chem Dependency</td>
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<tr>
<td>(GSS-1100 F/S)</td>
<td>(SWK-2840 F/S)</td>
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<td>3</td>
<td>3</td>
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<tr>
<td><strong>Social Movements</strong></td>
<td><strong>Science Elect/Bioethics rec.</strong></td>
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<tr>
<td>(HIST-3750 F/S)</td>
<td>(GBIO-2720)</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>Intro to Philosophy</td>
<td>New Testament Literature</td>
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<td>(BTPA-2200 F/S)</td>
<td>(BTGE-2740 F/S)</td>
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<td>3</td>
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<tr>
<td>Physical Science Elective</td>
<td><strong>Elective:</strong> SWK Mental Health</td>
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<td>3.5</td>
<td>(SWK-2820 S)</td>
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<tr>
<td><strong>Elective:</strong> Cultural Anthropology</td>
<td>Elective</td>
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<tr>
<td>(ANTH-1800 F/S)</td>
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<td>Total</td>
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### Junior Year

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<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Practice w/ Groups</td>
<td>Practice w/ Indiv., Families</td>
</tr>
<tr>
<td>(SWK-3020 F/S)</td>
<td>(SWK-3210 F/S)</td>
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### Senior Year

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**BOLD = prerequisites for admission into program

*Italics = these courses require a C- or higher to remain in the program**
XI. AMERICANS WITH DISABILITIES ACT

If you believe you may need support in managing the impact of a disability, please arrange an appointment with the Coordinator of Disability Services in BTS 223 by phone 937-766-7457 or e-mail disabilitieservices@cedarville.edu. [http://www.cedarville.edu/Offices/Academic-Enrichment/Disabilities/Faculty.aspx](http://www.cedarville.edu/Offices/Academic-Enrichment/Disabilities/Faculty.aspx)

Examples of disabilities are AD/HD, specific learning disability, hearing or vision impairment, health impairment, psychological, orthopedic, or traumatic brain injury. Faculty rely on Disability Services to verify the need for accommodations and to assist in the development of reasonable and appropriate accommodation strategies.

Academic support is available by contacting Kim Ahlgrim, Associate Dean of Academic Enrichment, Ext. 3845, ahlgrmk@cedarville.edu.

XII. FIELD EXPERIENCE

Students in the social work program have the opportunity to apply their classroom knowledge of social work theory, methods, and principles to actual situations of human need in a field experience placement. They learn to use methods and develop skills through social work experience under qualified supervision and instruction. Placements are made after consultation with the students regarding personal interests and abilities.

In the Field Survey course, field trips introduce students to social work practice environments that serve people who are different from themselves. Furthermore, students will continue to gain social work experience during the Total Immersion Experience (T.I.E.), a course that requires students to shadow a social worker for one week prior to admission into the social work program. These pre-professional courses are available to all students; however, the junior and senior field experiences are restricted to social work majors who have been admitted into the program. In the junior year, students receive a Field Guide that provides complete information on field experience in the junior and senior years.

A. JUNIOR FIELD EXPERIENCE

Junior field experience provides practical experience in a social work agency, institution, or department designed to complement the student’s academic work and enable the student to apply theory to actual social work situations. The junior field experience has a poverty focus that requires the student to choose an agency where they will be exposed to issues related to poverty. The student will have the opportunity to observe the social worker’s role in the helping process, to have direct contacts in agencies with a variety of individuals, groups, and/or community resource workers, to learn various preliminary social work tasks, and to share experiences with other students in small seminar classes. The students will be expected to develop an initial self-assessment of their specific role in the helping process, perform at an introductory level the functions of the agency to which they are assigned, and put into practice primary social work skills. The course is designed to result in the
development of competence in linking people with systems that provide them resources, services, and opportunities, and to develop skill in applying knowledge of human diversity in behavior and social environment.

Juniors fulfill their field experience requirement over two semesters within one agency. The experience requires eight hours per week for a minimum of 150 hours. It is expected that a student will remain in field through their last seminar class regardless of their accumulated hours.

Junior students in field experience are responsible to a field instructor (social worker) with whom they meet on a weekly basis for supervision. In addition, juniors meet in small field seminar classes with the faculty liaison for one hour a week throughout the experience in addition to the 150 hours spent in the agency. These groups give the students an opportunity to share new knowledge, awareness, and reactions to their new field experiences with their peers and faculty on campus. The field director may choose the junior field experiences.

Prior to beginning Junior Field Experience, students must have successfully completed Ethics in the Helping Profession.

B. SENIOR FIELD EXPERIENCE

The senior field experience is designed to provide the student with an opportunity to further integrate and apply knowledge and theory learned in academic courses to actual social work situations. In the senior year, the student is expected to perform social work responsibilities equivalent to those of a new staff member in the agency, under close supervision of the field instructor. It is expected that the student will become aware of and analyze her/his own value orientations and feelings about people and the problems that they bring to social agencies. In addition, emphasis is placed on the acquisition of knowledge and understanding of the network of social work services in the community, and of learning techniques and skills common to social work practice.

Seniors fulfill their field experience requirement over two semesters within one agency. They complete 225 hours fall semester and the remaining 225 hours during spring semester. This experience requires a minimum of 16 hours a week. It is expected that a student will remain in field through their last seminar class regardless of their accumulated hours.

The senior field experience, similar to the junior experience, is integrated with classwork, especially in the senior Social Work Practice with Communities and Organizations and Social Work Practice with Diverse Populations courses that students are required to take concurrent with field experience. This involves the integration of previously learned knowledge and experiences to maximize each student’s cognitive and practical use of social work theory and practice. Seniors also meet in field seminar classes two hours a week, in addition to the 450 hours spent in the agency, to discuss the above areas and to individualize their practice of social work. The field director may choose the senior field experiences.
C. INTERNATIONAL FIELD EXPERIENCE

International field experiences are currently available for both Junior and Senior levels in Uganda and Romania. There are opportunities at the Junior level in India. Students interested in international field should contact the International Field Coordinator Professor Brown as early as possible in order to plan their academic schedule appropriately.

D. AGENCIES

The social work program can place students in more than 100 different agencies. Field experience complements classroom learning, so placements are made in those agencies that have qualified staff members who have adequate time to instruct students. (The student must provide transportation). The agencies available to students for placement are listed on the Web at www.runipt.com. Once accepted into the program, students will be given an account with ipt so they can access the Agency Directory.

XIII. DEPARTMENTAL POLICIES AND PROCEDURES

University and departmental policies on student learning performance are printed in course syllabi and in the Field Guide. Additional guidelines include:

A. ADMISSION

Admission to the social work program occurs during the sophomore year. Freshmen and sophomores interested in social work should declare their intent to major in social work and meet with an appropriate social work advisor to insure that courses are taken in the proper sequence. To be admitted, students must meet the following criteria:

1. Complete and submit a Summary of Prerequisites showing completion of at least 43 semester hours of the general education requirements, with a grade of C or higher in the following prerequisites:

   - Introduction to Social Work
   - General Psychology
   - Field Survey
   - Principles of Biology
   - Total Immersion Experience
   - Social Movements
   - Introduction to Sociology

2. Earn a cumulative GPA of 2.25 or better. Submit a copy of your Unofficial Grade Transcript (UGT) from CedarInfo. Make sure your UGT is current. (Students must have a C or better in all classes required for the major.)

3. Valid “No Record” background check for the state of Ohio and additional FBI background check for those who live out of state.
4. Complete and submit an Application for Admission to the social work office, including an Autobiographical Statement detailing your interest in social work.

5. Complete and submit Volunteer Experience form documenting 40 hours of post-high school volunteer experience.

6. Submit three Letters of Recommendation:
   a. Pastor or youth pastor
   b. Employer or volunteer supervisor
   c. Teacher or adult friend (over 25 years old who has known you for at least 2 years.)

7. Be interviewed by social work faculty who will complete and submit an Admissions Interview Report Form.


Based on the recommendation of faculty, the program director will make the final decision as to whether a student meets all requirements adequately for admission to the social work program.

It is the student's responsibility that all required documents are on file in the social work department office following their completion of Introduction to Social Work. Students will not be permitted to take any social work practice courses until the program director grants them full admission to the social work program. Admission will be secured during the sophomore year. The program director may make three decisions regarding admission.

- Full admission
- Admission with provision
- Denial of admission

B. PROGRESSION

In order to progress in the program, a student must maintain at least a cumulative GPA of 2.5 or higher and earn at least a C in all classes required by the social work major. The student must also meet generally accepted standards of professional conduct.

C. DISMISSAL POLICY

Students will be dismissed from the program for failure to meet the academic or professional standards of the program.
Professional

Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice, or inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field experience).

Examples include emotional instability which prevents the student from meeting/completing requirements, involvement in an illegal activity, violation of agency standards, violation of the Code of Ethics, lack of punctuality/absenteeism, insubordination, inappropriate attire, or violation of university standards (see Cedarville University Student Handbook).

Academic

A minimum grade of C is mandatory in all classes required by the social work major, as well as a cumulative GPA of 2.5 or higher. In addition, a student must meet generally accepted standards of professional conduct (knowledge, values, and skills).

Examples include consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships, inability to demonstrate a non-judgmental attitude, and inadequate documentation and comprehension skills (see Field Guide: Policies).

D. DISMISSAL PROCEDURE

Notification

1. In the event any student in the social work program fails to comply with any of the policies and procedures of the program contained in the social work program Student Handbook or Field Guide, such student will be subject to termination from the program.

2. In the event of a decision by the social work program faculty to dismiss a student from the program, a notice of such dismissal will be sent from the program director to such student.

3. The Notice of Dismissal will include the following:
   a. A brief statement for the reason or reasons for such dismissal
   b. The right of the student to appeal the dismissal
   c. A brief description of the appeal process

4. If the student desires to appeal his or her dismissal, within five (5) days after receipt of a Notice of Dismissal, the student must inform the program director in writing of his or her request for an appeal hearing and deliver such notice to the program director.
5. Within ten (10) days following receipt of the request for an appeal hearing, the program director shall notify the student in writing of the following:

a. The time and date of the hearing
b. A brief summary of the reasons for dismissal
c. The names of any persons who may testify in support of dismissal at the hearing
d. The student's right to confront any such witnesses
e. The student's right to be represented by an advisor and that such advisor may be present to assist the student at the hearing. Such advisor may be another student, a member of the university faculty or staff, or a Resident Assistant or Resident Director. Any attorney-at-law who may represent this student may not be present at the hearing.

Hearing

1. If a hearing is convened, it will be conducted by the program director. Except in the discretion of the program director, only the following persons may be present at the hearing:

a. The Hearing Panel
b. The student whose dismissal is the subject of the hearing
c. The student's advisor, if any
d. The witnesses may be present only at the time they are called to testify

2. The Hearing Panel shall consist of:

A member of the social work Advisory Council, who shall be selected by the Council; a member of the program faculty, who shall be selected by the members of the program faculty; and a student representative of the Advisory Council, also to be selected by the Council.

3. Hearing Procedure

a. Although the student may not be represented by an attorney-at-law, his or her advisor, selected from the group of persons about, may be present to assist and advise the student.

b. The hearing will be recorded.
c. Formal rules of evidence will not apply. The Hearing Panel at the discretion of the program director may accept records, exhibits, and written statements for consideration. Any procedural questions will be determined by the program director.

d. Following the presentation of all the evidence and testimony by the program, the student will be entitled to present witnesses and evidence and to make a statement to the panel.

e. Following presentation of all testimony and evidence, the Hearing Panel will determine by majority vote whether it is more likely than not that the student has failed to meet the requirements of the social work program policies and procedures.

f. Within ten (10) days after the hearing, the chair of the Hearing Panel will prepare a written report and such decision will be sent to the student.

g. The student may appeal the panel's decision to the university's Academic Vice President by requesting such an appeal in writing within five (5) days of the receipt of the report of the Hearing Panel.

(Reviewed by the university legal department July 2019)

E. SEXUAL HARASSMENT POLICY

Sexual harassment will not be tolerated by the social work program, the field agency, the student in the field experience, or Cedarville University. (See university policy at https://www.cedarville.edu/Offices/Title-IX/Policy.aspx or Student Handbook).

Sexual harassment of students is a violation of Title IX of the Educational Amendments of 1972, which prohibits sex discrimination of education. Academic sexual harassment is the use of authority to emphasize the sexuality of a student in a manner that prevents or impairs that student's full enjoyment of educational benefits, climate, or opportunities. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitutes sexual harassment when grades or educational progress is contingent upon submission to such conduct, or when the conduct has the purpose of effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment (see Field Guide: Policies and Field Guide Appendix H).

F. NONDISCRIMINATION POLICY

The social work program at Cedarville University maintains a policy of nondiscrimination based on age, class, color, culture, disability, ethnicity, immigration status, political ideology, race, and sex. This policy is consistent with policies of similar intent held by the university (see Cedarville University Student Handbook and Field Guide: Policies). Cedarville University reserves the right to discriminate on the basis of religion under Title VII of the Civil Rights Act of 1964.
G. DIVERSITY POLICY

1. RESPONSIBILITY OF THE SOCIAL WORK FACULTY

Social work faculty work to assure that graduates of the Cedarville University social work program are prepared to work with a range of human diversity in practice. Social work faculty teach diversity from a biblical position in submission to the authority of Scripture. From a biblical position, Christian students are prepared and capable to serve the needs of all people regardless of diverse backgrounds. Students are required to take several courses that have diversity competence criteria as specific course objectives. The social work faculty work to insure that students demonstrate diversity competence in their professional practice at both the junior and senior level field experiences. Field instructors work closely with the social work faculty to ensure that students demonstrate diversity competence in their practice.

2. RESPONSIBILITY OF SOCIAL WORK STUDENTS

Students applying for admission to the social work program must commit themselves to actively engaging in learning experiences that will help them become competent in providing professional services to diverse populations.

3. RESPONSIBILITY OF THE SOCIAL WORK PROGRAM

The social work program will strive to provide students with a wide variety of opportunities to interact with diverse populations and experience cross-cultural relationships including sponsored alternative spring break trips, club activities, class guest speakers, workshop presenters, majors meetings, class projects, readings and assignments, summer trips and potential study abroad opportunities. In addition, field experience agencies for both the junior and senior years will be included in the field directory based on their ability to provide a diverse experience via interaction with agency staff (i.e., field instructors) and clienteles. In some cases, the field director will assign students to a particular field experience based on the student's need for broadened exposure to diverse groups of people.

H. ACADEMIC CREDIT

1. LIFE EXPERIENCE

The social work program does not give academic credit for life experiences or previous work experience, in whole or in part, in lieu of field experience or of courses in the professional foundation areas. The program does recognize the value of previous work and life experience in that it may increase a student's knowledge and ability. The program faculty will work with students to integrate this knowledge and ability into their course work and field experience.

2. PROFICIENCY EXAMS ARE NOT USED BY THE PROGRAM.
3. **TRANSFER CREDIT**

The program director works with the Registrar’s Office in evaluating transfer credit from other colleges and universities. The program will make every effort to make sure students do not repeat course content taken at other institutions accredited by the Council on Social Work Education. Students must present a copy of the course syllabus, other course information, and a copy of the catalog.

I. **ADVISING APPOINTMENTS WITH FACULTY**

All social work students will be assigned a social work faculty advisor. Advisors will meet with students a minimum of once a semester. Offices of the social work program are located in the Apple Technology Resource Center. Advising appointments with social work faculty may be made by emailing the professor or during registration time by signing up for a time slot on his/her advisor’s door. Advisors are to assist students with the selection of appropriate course work, assess student aptitude and motivation for social work, and suggest what field settings best meet their educational and career needs. At times, faculty members may request that students set up an appointment to see them. Professional preparation and responsibility include learning to make appointments. Students should take advantage of the opportunity to receive professional social work advisement and schedule appointments as needed with their advisors.

J. **PROFESSIONAL ADVISEMENT**

All students in the social work program receive professional advisement by the faculty of the program. The student, however, is ultimately responsible for his/her own class schedule for graduation.

Social work faculty help students evaluate themselves as they prepare for a social work career. This counseling process begins when a student first declares a major in social work. It continues as a student applies for admission to the social work program and throughout the student’s educational process.

Social work faculty work with students in their selection of course work. Each semester students meet with their social work faculty advisor to select courses for the next semester. The curriculum sheet should be followed to insure proper sequencing of course work. Appointments with faculty advisors are made at the beginning of pre-registration. This time is also used to help the students evaluate their classroom/field experience learning. The faculty academic advisor also guides the student regarding preparation for a specific field of social work practice, including the choice of a field experience agency. The process for field experience agency selection is presented in the Field Guide available at (S:) /DEPT/ SWK/Field Experience/Field Guide.

The faculty advisor conducts an exit interview to advise the student about graduate school admissions and the job search process, as well as do a final audit of their application for graduation and transcript to make sure that all requirements are met for graduation. The faculty advisor counsels students about opportunities for employment after graduation. A
number of social work organizations contact the social work program with job openings. These positions are made known to graduating seniors and alumni. The program does not guarantee the securing of employment for its graduates but does actively seek opportunities for graduates to investigate.

K. ATTENDANCE
Students are expected to attend all classes, because each student’s presence and participation are part of the learning process. If an absence is unavoidable, the student should contact the professor before class. If the professor cannot be reached, the student should leave a message on voice mail or by e-mail. Student grades will reflect unexcused absences, and professors will drop the final grade by two points for each unexcused absence. Being tardy three times to class will count as one unexcused absence. If a student is late to class and a quiz is in process, the student may use the remaining time to attempt to complete the quiz. If the student arrives after the quiz has been taken (or is absent, but not excused the day of the quiz), he/she will NOT be allowed to take or make up the quiz.

L. GRADING
The social work program has adopted a uniform grading scale. The current scale was developed with contributions from the students and the Advisory Council. Each syllabus contains the following information.

The grading scale is as follows:

- 100-94 = A
- 93-91 = A-
- 90-88 = B+
- 87-85 = B
- 84-82 = B-
- 81-78 = C+
- 77-75 = C
- 74-72 = C-
- 71-69 = D+
- 68-66 = D
- 65-63 = D-
- Below 63 = F

Academic dishonesty in any assignment will result in an F. Cheating on any quiz or exam will result in an F for the course. All instances of cheating will be reported to the Vice President for Academics and to the Program Director.

Late assignments immediately drop one (1) letter grade. Plans for late submissions must be discussed with the professor by the next class. Each successive class drops the grade of an assignment another letter grade until an “F” is received. At the next class, the “F” is recorded as a “0” from the scale of grades.

Professors expect students to be active participants in the learning process. An active participant is involved in the class to the extent that he/she actively listens, reacts to information, asks pertinent questions, shows signs of understanding, shares relevant insights, and contributes to the general learning of the class.

Professors also expect students to demonstrate the social work value of dignity and worth of a person by treating peers and professor with dignity and respect and interacting in a
courteous manner. Students are expected to demonstrate the social work values of integrity and competence by completing his/her own work to the best of his/her ability. In general, students are to demonstrate the same professional demeanor that is expected in field. Students will come to class on time and not leave mid-class (unless previously arranged). If students do not adhere to this protocol, professors will first give a verbal warning, second will ask them to leave the classroom, having it count as an unexcused absence (-2 points from overall grade), and third refer them to the program director for disciplinary action.

In addition to this information, the syllabus also contains information about the weight each assignment has on the final course grade. The full-time professor determines the weight of each assignment and develops the syllabus. When adjunct professors teach courses, the full-time faculty develop the syllabi.

**M. SIGNATURE ASSIGNMENTS**

In order to demonstrate social work competency, a student must earn a grade of at least 82% (B-) on signature assignments. If a student fails to earn a grade of 82% or higher, he/she will be required to re-do the assignment. The two grades will then be averaged together to determine the final grade for the assignment. Signature assignments are identified by all CAPS.

**N. ACADEMIC INTEGRITY**

The Academic Integrity Pledge is a commitment to live with integrity in all areas of life including the classroom. All forms of academic dishonesty violate this pledge and could result in dismissal from this community. All instances of cheating will be reported to the Vice President for Academics and to the Program Director.

Academic Integrity Pledge

With my pledge to affirm the Cedarville Covenant I attest that all work I submit is my own and is in accordance with the standards of the Academic Integrity policy. As a member of the community I will love God and others, live with integrity, and pursue excellence in all that I do.

**O. WRITTEN WORK**

All papers must meet APA standards. If there are more than three errors on a page, it may be turned back to be redone.

The writing center, located in Tyler 104, offers competent guidance on all your writing in any stage of your writing process. That means, you can visit the center as soon as you get your assignment to start brainstorming ideas. It also means you can visit as often as you want for feedback on the same paper. When you go to the writing center, be sure to take your assignment and two hard copies of your paper with you. After you and your consultant read the paper together, the tutor will suggest ways to build upon your strengths and improve your weaknesses. Expect to be actively involved in the conference. You might free write for five or ten minutes, do some outlining or revising, and even consult a manual.
It is good to keep in mind that because of the writing center’s mission, your tutor will never proofread or edit your writing for you. It is also good to keep in mind that all writers from all levels of proficiency benefit from the writing center’s services, so even if you feel like you are a “good” writer, you will still improve your skills by working with the tutors. To learn how to make an appointment at the writing center, go to http://www.cedarville.edu/departments/writingcenter/editanappointment.cfm

For students writing papers longer than eight pages and for senior seminar courses, you may sign up for an extended (one hour) consultation once per day. To learn how to sign up for such a session, go to http://www.cedarville.edu/departments/writingcenter/extendedconsultations.cfm

**P. JOURNAL WRITING**

Since written reports are required in professional social work practice, all social work students must submit journals of their field experience to the social work program faculty. These journals help both the student and the program evaluate the student’s learning process and stimulate improvement. Writing of journals in earlier semesters prepares students for writing process recordings, which are vital to social work practice. Journals from students assist the program in knowing what takes place during field experience.

**Q. SOCIAL MEDIA**

Social work students are expected to adhere to professional social work values and ethical standards when interacting on social media or social networking sites. While social media creates exciting opportunities and is an effective communication tool, it can create serious challenges in the professional setting. Be cognizant of your professional self when using social media.

**Boundaries** between personal and professional matters can easily become blurred when using social media. Consequently, social work students must exercise caution in the use of social media technology. Students should not “friend” or follow past or current clients. A polite way to decline is to emphasize agency policy and your professional obligation to protect the client’s privacy.

**Students need to take steps to protect their personal safety and privacy.** Once information is shared, it does not disappear. Students must engage in the rigorous protection of privacy, remembering that social networks allow access of personal information to countless people, including clients, both in the present and the future. Practice the use of secure settings on all social media.

Clients are not restricted from searching online for information about a student or an employee. Photos, videos, written comments, and other postings can arm a client to test professional boundaries and competence. Moreover, such information could be used to jeopardize an individual’s personal safety.

**Student interns must maintain the privacy of their clients.** The same rules regarding the privacy of clients and confidentiality of client information must be strictly adhered to in the
realm of social media use. Students are expected to read, understand and abide by the NASW Code of Ethics (found in this handbook) regarding the use of technology to protect the welfare of clients. It is the student intern’s responsibility to learn about their field agency’s rules regarding social media. Discuss your agency’s social media policy with your field instructor.

Audio and visual conferencing for class requires awareness of your surroundings. Ensure your surroundings are secure and clear from inappropriate observers and listeners. Further protect the university, clients and your field agency by taking care not to share details that could possibly identify specific clients, agencies, or agency staff, such as names, locations, physical descriptions. Understand that any unethical use of technology may result in termination from the field setting and referral to the Program Director.

It is important for social work students to remember that anything (comments, pictures, videos, etc.) posted online is potentially accessible to anyone (clients, agency staff, field instructors, professors, and prospective employers), despite the use of security settings. It is in the profession’s best interest for students to remember that social media sites are public domains and any and all information can potentially be accessed by anyone.

(Adapted in part from Gallaudet University Department of Social Work Student Handbook)

XIV. REQUESTS FOR INFORMATION OR PROGRAM CHANGES

Students are encouraged to address questions and comments about any matter to the student representatives of the Advisory Council. The student may also approach the director of the program on curriculum matters or questions about any aspect of the social work program. The value of approaching the program through the student representative on curriculum or other issues is that student concerns will then be recognized as affecting more than a few individuals and may be presented by the student representative in a more comprehensive way.

XV. CO-CURRICULAR ACTIVITIES

A. STUDENT REPRESENTATIVES ON THE ADVISORY COUNCIL

Representatives
One member of the junior and senior classes will be asked to represent their class for a one-year term. Program faculty will select the representatives.

Purpose
The Advisory Council advises the program director of concerns and informs majors of program development and related program issues.
B. **Epsilon Alpha Pi (Social Work Organization)**

*Membership*
An active member shall be a social work major who has a desire to see the students of Cedarville University benefit from the efforts of the men and women of Epsilon Alpha Pi. He or she shall attend all regularly scheduled meetings, service projects, social activities, and professional growth seminars. He or she shall have a GPA of at least 2.5 and shall display Christian character. All students enrolled in the social work program have an opportunity to be members of Epsilon Alpha Pi. Students not yet officially enrolled in the program may be associate members.

*Purpose*
The purpose of Epsilon Alpha Pi shall be to promote professional development, political and social awareness, and community outreach.

*Meetings and Activities*
Further information about Epsilon Alpha Pi meetings and activities are provided through communications to students from Epsilon Alpha Pi officers and the social work program office.

C. **Phi Alpha Honor Society (Epsilon Omega)**

*Membership*
An undergraduate student is eligible for active membership after achieving the following national minimum requirements and meeting local chapter requirements: declared social work as a major, achieved junior status, completed twelve semester hours of required social work courses, achieved an overall grade point average of 3.0. (on a 4.0 scale), and achieved a 3.25 grade point average in required social work courses.

Faculty members having an official connection with the social work curriculum may be granted membership upon invitation of the executive committee and approval of the chapter membership.

Honorary membership may be granted to professional social workers and others whose support of social work education and practice merit such recognition.

*Purpose*
The purposes of this chapter of Phi Alpha are as follows:

To recognize and promote scholastic achievement among students and faculty involved in the undergraduate or graduate social work program at Cedarville University.

To recognize, improve, and further the goals of social work in the community, state, nation, and world.

To stimulate interest in preparation for a career in social work.
To encourage continued study and research at the undergraduate level, the graduate level, and in professional practice.

To recognize those professional social workers and others whose service, contributions, and leadership are held in esteem.

Meetings and Activities
Chapter meetings shall be held a minimum of two times during the academic year.

D. GLOBAL OUTREACH (GO)
The Student Life Division Department of Christian Ministries is committed to providing students with ministry opportunities that reach beyond Cedarville University to the “uttermost parts of the world.” Through these experiences, not only are students spiritually enriched, they also gain valuable cross-cultural experience.
Social Work Department Organizational Chart

Vice President for Academics

Accreditation Specialist/Office Manager

Student Secretary

Chair, Department of Social Work

Program Director

Advisory Council

Field Director

Full-time Faculty

Adjunct Faculty

International Field Coordinator