

REAL Curriculum Program Alignment Proposal

Department or School: School of Social Work

Date: January 27, 2020

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

Program: Social Work

REAL Area Program Designation Sought (check all that apply): R E A L

Dept/School Contact: Diane Hodge, dmhodge@radford.edu

Enter courses required for BS or BA requirement. Each degree program needs to be submitted separately. Other degree programs should skip this

BS/BA Requirements: section.

- Any degree program that fulfills a REAL area must include at least 9 unique credit hours for each area covered. At least 3 of these 9 credit hours must be at the 300 level or above
- A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements.
- A single minor or certificate degree program may fulfill no more than two REAL areas.
- Degree program may cover up to two REAL areas using a single prefix.
- All courses documenting the coverage of a REAL area must fulfill all learning outcomes and be designated in that area.
- All courses that document fulfillment of a REAL area within a degree program of study are NOT required to be taught by the department/school. However, departments/schools are expected to formally communicate with other departments about reliance on and inclusion of courses in their degree program plans of study. Indicate this through signature of chair or director of the partnering department or school in the areas below.
- Departments or schools that seek to fulfill REAL areas must acknowledge assessment requirements for those areas. Assessment of degree seeking students is required to be conducted yearly by the department or school offering the degree program.
- If departments or schools want to use a menu of courses to fulfill a particular area, please duplicate the sections below for each REAL area and include information for each course included in the menu of options.
- Please save this file for submission as PROGRAM NAME_ProgramType.docx (Example: Criminal Justice_BS.docx)

By signing, the department/school acknowledges the above conditions and considerations:

Dept/School Signature (via email) <i>Diane Hodge</i>	Date: <i>4/15/20</i>
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Official Program Description:

Please paste the entire official program description from the Radford University catalog in the space within this box. Find those here: <https://catalog.radford.edu/>

Please note that every department/school will have to submit a catalog change proposal for program that asks the Registrar's Office to insert language about the program coverage of the REAL areas into the official Radford University catalog upon approval.

School of Social Work

Dr. Diane Hodge, Director
 Dr. Kerry Fay Vandergrift, BSW Program Coordinator
 Dr. Susan Schoppelrey, Associate Director
www.radford.edu/~sowk-web/

The School of Social Work offers the Bachelor of Social Work (BSW) and the Masters Degree in Social Work (MSW). Both programs are accredited by the Council on Social Work Education (CSWE). The undergraduate program prepares students for beginning generalist social work practice while the graduate program offers a concentration in community-based family practice. For further information consult the Radford University Graduate Catalog.

The Interdisciplinary Minor in Health and Aging allows students to obtain specialized knowledge about adult development and aging as they live and work with the rapidly aging population of the 21st Century. (See [here](#).)

Undergraduate Program in Social Work (BSW)

The Social Work Program is a comprehensive professional program that prepares students for beginning generalist social work practice. Students majoring in Social Work graduate with a Bachelor of Social Work degree. Upper division social work courses are offered at two campuses: full-time at Radford and part-time at the Roanoke Higher Education Center. Students should consult with the Advising Center or their Social Work advisor to determine their individual plan of study, including the best campus at which to complete their degree.

Admission Requirements

Applicants must meet academic and non-academic standards for successful admission, progression through and graduation from the BSW program. In order to assist students in developing the knowledge base and social work practice skills necessary to be successful generalist social work practitioners, the School of Social Work has developed technical standards and a process to become a social work major.

The Policies for Admission and Progression in the Social Work Major are in the BSW manual. The BSW degree consists of three components: Core Curriculum requirements, pre-professional core courses (pre-Social Work majors), and a professional core (Social Work majors). A 400-hour internship in the senior year is also required.

Admission is competitive and granted on a space- available basis.

A student who has separated from Radford University is subject to a new plan of study when re-entering the program. Students must apply to the major. The BSW committee will review the student

records to determine which courses still need to be completed and which, if any, courses need to be repeated.

To apply to SOWK 289, students must have a minimum GPA of 2.3, though the actual GPA required for enrollment may be higher depending on the number of students applying for the course. Applicants are required to provide their own transportation to the internship site.

Applicants must meet the following criteria for admission into the Social Work major from pre-Social Work:

Have a minimum overall GPA of 2.7; however, the actual GPA required for admission may be significantly higher as admission is competitive. Transfer students are advised that after 24 credit hours are earned at Radford University, the Radford University GPA is used for admission. Transfer students who have earned less than 24 credit hours at Radford University are advised that the combined GPA for all coursework is considered.

Have passed with a "C" or better (a C- is a failing grade) in each of the following courses: SOWK 200, SOWK 210, BIOL 104, PSYC 121, SOCY 110, and CORE 102;

Have received a grade of "B" in SOWK 289 (or a "B" or better in SOWK 291) or if applying while concurrently in that course, have received a mid-term evaluation of at least a "C". Students who apply while in SOWK 289 may receive a provisional acceptance.

A completed application to major in Social Work with accompanying prerequisite documentation on the second Friday of March;

As a part of the admissions process, interviews may be conducted by the School of Social Work Undergraduate Committee.

The School of Social Work follows the Council on Social Work Education's guideline that no academic credit be given for life experience or previous work experience.

CULTURAL OR BEHAVIORAL ANALYSIS

<p>A Area: Course Prefix: SOWK Course Number: 101* Course Title: Introduction to Social Work Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No *101 will be the revised number; currently 200 Projected student enrollment per academic year: 80</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Area: Course Prefix: SOWK Course Number: 300 Course Title: Human Behavior: The Life Course Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 80</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Area: Course Prefix: SOWK Course Number: 490 Course Title: Social Work Capstone Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 40</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input checked="" type="checkbox"/> Other (Explain below) Summer III</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be) SOWK 101</p>	

A Area:

Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).

Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.

Description of learning outcome assessment plan: The comprehensive assignment is a series of papers and a presentation covering each of the social work competencies required to be a professional social worker. Each paper will be two to three pages long and adhere to APA requirements. All Social Work majors complete this assignment during their last semester of the program.

(This is section two of the required papers.)

Using one client as an example, demonstrate your understanding of the dimensions of intersectionality (identities include but are not limited to: gender; sex; race; ethnicity; religion; ability; national origin; citizenship; marital status; age; sexual orientation;

	socioeconomic status). Describe how this understanding of your client informs your practice.
Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.	<p>Description of learning outcome assessment plan: The comprehensive assignment is a series of papers and a presentation covering each of the social work competencies required to be a professional social worker. Each paper will be two to three pages long and adhere to APA requirements. All Social Work majors complete this assignment during their last semester of the program.</p> <p>(This is section three of the required papers.) Describe two primary human rights, social justice, economic justice, or environmental justice issues your clients experience. Identify ways in which these issues could be alleviated and improved, and what role you could play in promoting justice for your clients.</p>

Additional information for REAL Council consideration:

The plan for assessment of the Social Work major (BSW) is to use the university-based assessment that will be developed for REAL studies minors and that a program can opt into. The Social Work program plans to opt into the assessment that the university will offer for indirect and direct measures. However, we are including our internal assessment information since this is already in place.

Each social work students completes the comprehensive assignment in SOWK 490. The scoring rubric for each section of the paper is below.

General Scoring Rubric for Embedded Assessments		
Score	Title	Descriptors
5	<u>Exceeds expectations</u> as a model product that demonstrates mastery	All of the requirements are evident and exceeded Product is complete, detailed, and analytical
4	<u>Meets expectations</u> to demonstrate competence	All of the requirements are evident and met Product is complete and detailed
3	<u>Nearly</u> what is expected to demonstrate competence	Most requirements are evident Product is complete but may lack detail
2	<u>Barely</u> what is expected to demonstrate competence	Minimal requirements are evident Product is incomplete but attempts at completion are clear
1	<u>Not</u> what is expected to demonstrate competence	Many of the requirements are not present Product is incomplete

APPLIED LEARNING

<p>L Area: Course Prefix: SOWK Course Number: 489 Course Title: Social Work Field Education Credit Hours: 12 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 40</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input checked="" type="checkbox"/> Other (Explain below) Summer III Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: Course Number: Course Title: Credit Hours: New course: <input type="checkbox"/> Yes <input type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No Projected student enrollment per academic year:</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: Course Number: Course Title: Credit Hours: New course: <input type="checkbox"/> Yes <input type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No Projected student enrollment per academic year:</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be) SOWK 250 (will be submitted as a catalog change next year)</p>	

<p>L Area: Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.</p>	
<p>Learning Outcome 1: Students apply acquired knowledge and skills to develop professional identity or professional practice.</p>	<p>Description of learning outcome assessment plan: Final evaluation of tasks for Competency #6: Engage with individuals, families, groups, organizations, and communities. The practice behaviors for this task are to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>

<p>Learning Outcome 2: Students critically reflect on their learning, abilities, experiences, or role within professional contexts.</p>	<p>Description of learning outcome assessment plan: Final evaluation of tasks for Competency #1: Demonstrate ethical and professional behavior. The practice behaviors for this competency include making ethical decisions, using reflection and self-regulation, demonstrating professional demeanor, using technology appropriately, using supervision and consultation.</p>
<p>Additional information for REAL Council consideration: The plan for assessment of the Social Work major (BSW) is to use the university-based assessment that will be developed for REAL studies minors and that a program can opt into. The Social Work program plans to opt into the assessment that the university will offer for indirect and direct measures. However, we are including our internal assessment information since this is already in place.</p> <p>SOWK 489 is the professional internship and seminar. Internships are in community agencies under the supervision of a social work professional. SOWK 489 affords students an opportunity to integrate classroom concepts and theories into practice. Students learn about people, social problems, service delivery systems, about helping and about self as a helper. Students are required to complete 400 hours in the field setting.</p> <p>In conjunction with the field supervisor, field liaison, and course instructor, each student completes a learning agreement, which requires 3-5 tasks for each competency listed below. The student is evaluated by the field supervisor and the liaison at the end of the semester on each competency.</p> <p>Competency #1 Demonstrate Ethical and Professional Behavior. Competency # 2. Engage Diversity and Difference in Practice. Competency # 3 Advance Human Rights and Social, Economic, and Environmental Justice. Competency #4 Engage In Practice-informed Research and Research-informed Practice. Competency # 5. Engage in Policy Practice. Competency # 6. Engage with Individuals, Families, Groups, Organizations, and Communities. Competency # 7. Assess Individuals, Families, Groups, Organizations, and Communities. Competency # 8. Intervene with Individuals, Families, Groups, Organizations, and Communities. Competency # 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</p>	

Are existing material resources adequate to support this program alignment proposal?

Yes No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?

Yes No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes No If not, what additional human resources would be needed?

Department Curriculum Committee Recommendation:	Signature: (via email) Philip Morgan	Date: 4/15/20
Chair/Dean on Behalf of Dept/School:	Signature: (via email) Diane Hodge	Date: 4/15/20
College Curriculum Committee Approval:	Signature: Gayle Cassidy	Date: 4/27/20
Dean/AVP Approval:	Signature: [Handwritten Signature]	Date: 5/8/2020
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date: