



College of Health & Human Services

Bachelor of Social Work

STUDENT HANDBOOK

2023-2024

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PART ONE: The BSW Program

I. The Bachelor of Social Work Program

Overview

The Marywood University Bachelor of Social Work (BSW) Student Handbook contains the policies and procedures of the program. It provides essential information and serves as a guide for the BSW major at Marywood.

Marywood University, in accordance with applicable provisions of federal law, does not discriminate on the grounds of race, color, national origin, sex, age, or disability in the administration of any of its educational programs or activities, including admission or with respect to employment. Inquiries should be directed to Marywood University's Director of Institutional Equity, Inclusion, and Title IX Coordinator.

General Information

The Bachelor of Social Work Program (BSW), formally inaugurated in 1974, reflected the ongoing commitment of Marywood University to meeting the social welfare needs of the northeast region, social work staffing needs, and student needs. In essence, the University responded to the need for professionally trained social work practitioners who could provide a range of direct helping services.

Shortly after its inauguration, the BSW Program sought and received accreditation from the Council on Social Work Education. As a result, Marywood's Program was among the first in Pennsylvania to be accredited. Likewise, the University was among the first to offer the bachelor of social work degree. Since 1974, the BSW Program has continued to maintain accredited status and pursue quality education and practice.

Administrative Structure

The BSW Program is housed and administered through the School of Social Work. The BSW Program and the School of Social Work are integral to the College of Health and Human Services. The School of Social Work, which includes the BSW Program, is located in the School of Social Work on the 2nd floor of Immaculata Hall.

Accreditation Status

The Bachelor of Social Work Program is accredited by the Council on Social Work Education (CSWE), the Social Work profession's national educational accrediting body.

Mission Statement of the School of Social Work

Informed by a Catholic tradition, as well as the University's and profession's intersecting values, the Marywood University School of Social Work prepares a wide variety of beginning, career-changing, and mid-career students at the generalist (BSW) and advanced (MSW) level to engage in competent, culturally responsive, and evidence-informed micro, mezzo, and macro level social work practice with diverse client systems. BSW and MSW graduates respond to the evolving needs of oppressed and marginalized populations in local, regional, national, and global communities, guided by a commitment to social and economic justice.

Mission Statement of the Bachelor of Social Work Program

The Bachelor of Social Work Program at Marywood University is a professional degree program that prepares students for beginning, entry-level professional practice. The program provides educational experiences designed to ensure the acquisition of the knowledge, values, ethics, and skills necessary to be a generalist practitioner with diverse populations.

The BSW Program develops practitioners committed to social and economic justice who take action with and on behalf of vulnerable and oppressed populations. Per the Marywood University mission, the BSW Program prepares students for responsible leadership and service in meeting human needs through applying professional social work values and ethics. As part of its mission, the program seeks to develop practitioners who engage in research-informed practice and practice-informed research, contributing to Northeastern Pennsylvania's community well-being and broader national and global communities.

Goals of the Bachelor of Social Work Program

The Bachelor of Social Work Program at Marywood University provides the student with the fundamental professional foundation required of the generalist practitioner at the beginning professional level.

The goals of the Bachelor of Social Work Program are:

1. Acquire the knowledge and skills for beginning professional generalist social work practice with diverse individuals, families, groups, organizations, and communities.
2. Apply the core ethical values of the Social Work profession in providing helping services.
3. Demonstrate leadership addressing social and economic justice through action with and on behalf of vulnerable and oppressed populations.
4. Contribute to the well-being of Northeastern Pennsylvania national and global communities through service and scholarship in ongoing professional growth and development. The Bachelor of Social Work Program at Marywood University provides the student with the fundamental professional foundation required of the generalist at the beginning professional level.

Educational Objectives of the Bachelor of Social Work Program

As a result of meeting the BSW Program requirements, students will be able to:

- Apply critical thinking skills within the context of professional social work practice.
- Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, gender identity, and sexual orientation.
- Demonstrate understanding of the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
- Understand and interpret the history of the social work profession and its contemporary structures and issues.
- Apply the knowledge and skills of generalist social work practice with systems of all sizes: individuals, families, groups, organizations, and communities.
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- Analyze, formulate, and influence social policies.
- Evaluate research studies, apply research findings to practice, and evaluate their practice interventions.
- Use communication skills differentially across client populations, colleagues, and communities.
- Use supervision and consultation appropriate to social work practice.
- Function within the structure of organizations and service delivery systems and seek necessary organizational change under supervision.
- Demonstrate the professional use of self.
- Take responsibility for continued professional development.

II. Curriculum Overview

Introduction

The Bachelor of Social Work Program prepares students for beginning entry-level generalist professional social work practice. The BSW curriculum has been designed to ensure the acquisition of knowledge, values, ethics, and skills essential for the generalist social worker in accordance with the CSWE Core Competencies and practice behaviors (see section X).

The social work curriculum comprises liberal arts, social-behavioral science, and professional social work courses. It is designed to provide a series of systematic, interdependent classroom offerings and field experiences that provide essential knowledge and skills in human behavior and the social environment, social work research, social welfare policy and services, social work theory and methods, field instruction, diversity, social and economic justice, and populations at risk. Social work courses begin in the first year and extend throughout their senior year.

Field experiences parallel the course offerings. In the first year, or in the case of transfers, sophomore year, students are exposed to social work as a profession through structured visits to a broad range of social agencies and services that constitute the community's social welfare system. This is followed by a junior field experience in which students are given practical experience in community social agencies.

The senior field placement is an intensive direct service experience in which students assume the social work role in a community social agency. In this setting, the student delivers social work services under the supervision of a professional social worker. Senior field instruction is a "block" placement of 450 hours in which the student spends four days per week for the fall semester in the social agency.

General

Liberal Arts Core	42-45 credits
Social Work Major	54 credits
Electives	21-27 credits
Total	120 Credits

Overview of
Curriculum

Liberal Art Core

I. First Year Experience (4 credits)

ENGL 160	Composition & Rhetoric	3 Credits
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Note that students must achieve a minimum letter grade of "C"

II. The Human Condition in its Ultimate Relationships (12 credits)

Religious Studies (6 Credits)

RST 112	Encountering Faith (Formerly Modern Belief)	3 Credits
RST XXX	Religious Studies Above 100 Level	3 Credits

Philosophy (6 Credits)

PHIL 113	Introduction to Philosophy	3 Credits
PHIL XXX	Philosophy Above 100 Level	3 Credits

III. The Human Condition in the Context of the Physical Universe (6 credits)

BIOL 130	Anatomy and Physiology	3 Credits
MATH 155	Statistics Social and Behavioral Sciences	3 Credits

Math Placement Exam will determine if a student needs a MATH 095 (3) prerequisite

IV. The Human Condition in Relation to Self and Social Structure (3 credits)

PSY 211	General Psychology	3 Credits
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V. The Human Condition in its Cultural Context- 12-15 credits

World Literature (6 Credits)

ENGL 180	Introduction to World Literature	3 Credits
ENGL XXX	English Above 300 Level	3 Credits

Modern Language (3-6 Credits)

LANG XXX	Foreign Language	3 Credits
LANG XXX	Foreign Language	3 Credits

If four years of the same foreign language completed in high school, a student can choose to take one three-credit course to satisfy the foreign language requirement. However, the course must be above the 212 level.,

Fine Arts (3 Credits)

FA XXX	Fine Arts Elective	3 Credits
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VI. The Human Condition in its Historical Context- 6 credits

HIST 105	Ethnicity and Diversity in the Modern World	3 Credits
HIST XXX	History Elective	3 Credits

One course must fulfill a global studies requirement; HIST 105 fulfills the global requirement

Social Work Major Courses (54 credits)

Course	Course Name	Credits
SW 145	Foundations of Social Work	3
SW 150	Introductory Social Work Field Experience	1
SW 230	Analysis of Social Welfare Policy	3
SW 250	Contemporary Social Work Practice	3
SW 310	Social Work Research	3
SW 345	Social Work Junior Field Experience	2
SW 350	Human Behavior and the Social Environment	3
SW 400	Crisis Intervention	3
SW 401	Social Work with Neighborhoods, Communities, and Organizations: Theory & Practice	3
SW 402	Social Work with Groups: Theory and Practice	3
SW 403	Social Work with Individuals and Families: Theory & Practice	3
SW 490	Field Instruction	9
SW 491	Integrative Seminar	3
SW XXX	BSW Elective	3
SOC 214	Social Problems	3
PSY 251	Developmental Psychology	3
PS 210	American Government & Politics	3

ELECTIVES (21-27 credits)

These courses may be taken from anywhere in the University's curriculum.

A minor is 18 credits; talk to your academic advisor if you are interested in pursuing a minor

SOC 211 Introduction to Sociology is strongly recommended

120 Credits Total
BSW Curriculum Plan

First Year

Course	Fall Semester	Credits		Course	Spring Semester	Credits
ENGL 160	Composition & Rhetoric	3		SOC 214	Social Problems	3
SW 145	Foundations of Social Work	3		HIST XXX	History Elective	3
SW 150	Introduction to Field	1		BIOL 130	Anatomy and Physiology	3
RST 112	Encountering Faith	3		SW 250	Contemporary Social Work	3
LANG XXX	Modern Language	3		LANG XXX	Modern Language	3
PSY 211	General Psychology	3				
		16				15

Sophomore Year

Course	Fall Semester	Credits		Course	Spring Semester	Credits
SW 350	Human Beh. & Soc. Envir	3		SW 230	Social Welfare Policy	3
PSY 251	Developmental Psychology	3		SW XXX	Social Work Elective	3
PHIL 113	Introduction to Philosophy	1		PS XXX	Political Science	3
HIST 105	Ethnicity & Diversity	3		MATH 155	Statistics	3
ENGL 180	Introduction to Literature	3		SW 310	Research	3
		15				15

Junior Year

Course	Fall Semester	Credits		Course	Spring Semester	Credits
SW 403	Individuals & Families	3		SW 400	Crisis Intervention	3
SW 345	Junior Field	2		SW 401	Neigh, Comm, & Orgs	3
PHIL XXX	Above 100 Level	3		SW 402	Groups	3
ENGL XXX	Above 300 Level	3		SW 403	Individuals and Families	3
XXX	Elective	3		RST XXX	Above 100 Level	3
XXX	Elective	3				
		17				15

Senior

Course	Fall Semester	Credits		Course	Spring Semester	Credits
SW 490	Field Instruction	9		FA XXX	Fine Arts	3
SW 491	Integrative Seminar	3		XXX	Elective	3
				XXX	Elective	3
				SW XXX	MSW Elective	3
				SW XXX	MSW Elective	3
		12				15

Notes:

- This is an example schedule with suggested sequencing
- MATH 155 has a Pre-req MATH 095 (required for any student who does not test out).
- HIST 105 fulfills global requirement
- Elective (s) may be taken at any time
- A minor is 18 credits; if you are interested, speak with your academic advisor
- SOC 211 is strongly recommended

QPA in the BSW Major

The QPA in the social work major is computed based on 51 credits (15 courses).

- SW 150, Introductory Social Work Field Experience (1 credit), and SW 345, Junior Field Experience (2 credit) are the major requirements.
 - These two courses are graded on an S (Satisfactory) and U (Unsatisfactory) basis and are therefore not included in the computation of the QPA in the major.

Courses included in QPA for the social work major include:

SW 145 Foundations of Social Work (3)
 SW 230 Analysis of Social Welfare Policy (3)
 SW 250 Contemporary Social Work (3)
 SW 310 Social Work Research I (3)
 SW 400 Crisis Intervention (3)
 SW 350 Human Behavior & Social Environment (3)
 SW 401 Social Work with Neighborhoods, Communities, & Organizations (3)
 SW 402 Social Work with Groups (3)
 SW 403 Social Work with Individuals and Families (3)
 SW 490 Field Instruction (9)
 SW 491 Integrative Seminar (3)
 SW XXX Social Work Elective (3)
 SOC 214 Social Problems (3)

PSY 251 Developmental Psychology (3)
 PS 210 American Government and Politics (3)

Prerequisites and Co-requisites for Required BSW Courses

Course	Course Name	Prerequisites	Corequisites
SW 145	Foundations of Social Work	N/A	N/A
SW 150	Introductory Social Work Field Experience	N/A	N/A
SW 230	Analysis of Social Welfare Policy	SW 145	
SW 250	Contemporary Social Work Practice	SW 145	
SW 310	Social Work Research	SW 250	SW 345, 350
SW 345	Social Work Junior Field Experience	SW 150, 250, 310, 350	
SW 350	Human Behavior and the Social Environment	SW 250	
SW 400	Crisis Intervention	SW 145, 250, 350	
SW 401	Social Work with Neighborhoods, Communities, and Organizations: Theory & Practice	SW 230, 250, 310, 350	SW 400, 402, 403
SW 402	Social Work with Groups: Theory & Practice	SW 230, 250, 310, 350	SW 400, 401, 403
SW 403	Social Work with Individuals and Families: Theory & Practice	SW 230, 250, 310, 350	SW 400, 401, 402
SW 490*	Field Instruction	SW 400, 401, 402, 403	SW 491
SW 491	Integrative Seminar	SW 400, 401, 402, 403	SW 490

*Admission to SW 490- Students are required to maintain an overall QPA of 2.0 and a minimum of 2.33 in the major and give evidence of continued professional commitment and skill development. The student applies for SW 490 in the preceding Spring semester.

Note: In certain circumstances, the BSW Program Director may consult with other faculty to override the above prerequisites or co-requisites.

III. Admissions

A. Criteria and Procedure for University Admission

General Admission Requirements First-Time Students Application

Students can apply by paper application, Marywood online application, Common Application, or Apply Coalition with Scoir. Paper applications are no longer utilized so the \$35 fee that used to be applicable is not for online applications. The exception to this is for International Students, who have to pay \$50 application fee.

Official SAT and/or ACT Score

Marywood has implemented a test-optional admissions policy for first-year freshmen. Students who have taken the SAT or ACT are encouraged, but not required, to submit their test scores with their application. When completing either the Common Application or Marywood Application, you will choose if you want your test scores considered in the admissions review process. If you elect to include your test scores in the review, they must be submitted via your official high school transcript or by the testing agency. Once you submit your application for admission, your test score decision becomes final and cannot be changed.

Letter of Recommendation

Students applying to Marywood must provide one letter of recommendation from a school-based counselor or academic teacher. Admissions also welcomes additional letters from teachers, friends, or family members who are familiar with your academic achievements and interests.

Essay

An optional essay of at least 250 words can be submitted

Transfer Students

Students who transfer to the School of Social Work and who wish to pursue the Bachelor of Social Work degree program will:

- process their University application through Admissions;
- have their transcript evaluated by the Coordinator of Prior Learning in the Registrar's Office and

The Coordinator of Prior Learning Assessment in the Registrar's Office will evaluate a prospective transfer student's earned credits from post-secondary institutions. The student will be informed of transfer credits that may be awarded and their applicability to Marywood University's Core Curriculum or to requirements or electives in the student's intended major.

Credit will be granted only for courses with a minimum grade of "C." Students may be required to provide university catalogs, course descriptions, and/or syllabi to assist in the evaluation process. Credits are considered for transfer in accordance with recommendations made by the American Council on Education.

B. Criteria and Procedures for Admission to the BSW Program

Admission to the BSW Program

In the Spring Semester of the sophomore year, the student's educational experience will be evaluated by the BSW Program Director to assess the students according to the above areas of achievement to ensure the attainment of an adequate acquisition of knowledge, values, ethics, and skills to consider the students' acceptance into the BSW Program. The timing of this will vary for transfer students. The BSW Program Director can postpone some of the above criteria courses for students transferring into the BSW Program.

Admission to the BSW Program is based upon:

- Attainment of QPA of 2.33 in SW 145, Foundations of Social Work, and SW 250, Contemporary Social Work Practice.
- Attainment of an S (Satisfactory) grade in SW 150, Introductory Social Work Field Experience.
- Attainment of a cumulative QPA of 2.0 or better.
- Adherence to standards of conduct in the NASW Code of Ethics.
- Recommendation of SW Program faculty.
- Students formally apply to the Social Work Program during the second semester of sophomore year.

The BSW Program Director then formally notifies the student in writing of their formal acceptance/non-acceptance into the Program. In cases where the student does not meet the criteria for acceptance, the BSW Program Director counsels the student regarding options and alternatives available.

Provisional acceptance may be granted. In such a case, the BSW Program Director develops a plan of action with the student to meet the requirements for formal admission in a specified period. If a student does not choose or cannot meet the plan's requirements, they will be notified by the BSW Program Director in writing of non-acceptance. Options and available alternatives are discussed with the student.

If, for any reason, the student feels that they have been unjustly denied admission, they have the right to pursue the University's Academic Grievance and Grade Appeals Policies and Procedures. (Please find these policies in Section II)

1. Criteria

Admission to the BSW Program is based upon:

- Attainment of QPA of 2.33 in SW 145, Foundations of Social Work, and SW 250, Contemporary Social Work Practice.
- Attainment of an S (Satisfactory) grade in SW 150, Introductory Social Work Field Experience.
- Attainment of a cumulative QPA of 2.0 or better.
- Adherence to standards of conduct in the NASW Code of Ethics.
- Recommendation of SW Program faculty.

In the Spring Semester of the sophomore year, the student's educational experience will be evaluated by the BSW Program Director to assess the students according to the above areas of achievement to ensure the attainment of an adequate acquisition of knowledge, values, ethics, and skills to consider the students' acceptance into the BSW Program. The BSW Program Director can postpone some of the above criteria courses for students transferring into the BSW Program.

2. Procedure

- Students formally apply to the Social Work Program during the second semester of sophomore year.
- Following completion of sophomore year, attainment of the criteria for admission is ascertained by the BSW Program Director. The BSW Program Director then formally notifies the student in writing of their formal acceptance/non-acceptance into the Program.
- In cases where the student does not meet the criteria for acceptance, the BSW Program Director counsels the student regarding options and alternatives available.
- Provisional acceptance may be granted. In such a case, the BSW Program Director develops a plan of action with the student to meet the requirements for formal admission in a specified period. If a student does not choose or cannot meet the plan's requirements, they will be notified by the BSW Program Director through advisement and in writing of non-acceptance. Options and available alternatives are discussed with the student.

- If, for any reason, the student feels that they have been unjustly denied admission, they have the right to pursue the University's Academic Grievance and Grade Appeals Policies and Procedures.

B. Academic and Professional Requirements

1. Introduction

The Bachelor of Social Work (BSW) Program emphasizes student academic and professional performance in all areas of the curriculum - classroom and field instruction.

2. Criteria for Retention in the BSW Program

Once a student is admitted to the BSW Program, they must maintain a minimum cumulative QPA of 2.0, a minimum QPA of 2.33 in the major, and give evidence of continued skill development and adherence to the NASW Code of Ethics.

3. Academic Requirements:

The BSW Program requires a minimum cumulative QPA of 2.0. If a student falls below the required cumulative QPA of 2.0, the University Committee on Grades and Honors places the student on probation. The student is then required to achieve this standard by the end of the following semester. The BSW Program faculty advisor will work with the student in developing a plan to elevate the QPA. If the student cannot achieve the cumulative 2.0 QPA by the end of the next semester, they may be dismissed from the University.

The cumulative QPA of 2.0 is also a prerequisite for SW 490, Field Instruction. Students who fall below the required cumulative 2.0 QPA in the semester preceding SW 490, Field Instruction, cannot take this course. As stated in the preceding paragraph, university policy and procedure apply here. When a student attains the required cumulative 2.0 QPA and all other program requirements are satisfied, they may re-apply for SW 490, Field Instruction.

The BSW Program requires a 2.33 QPA in courses that comprise the Social Work major. These courses are listed in this Handbook. If a student falls below the 2.33 QPA, the BSW Program Director works with the student to develop a plan to elevate the QPA. It is expected that the student will achieve this requirement within two semesters. This must occur before registering for SW 490, Field Instruction, in which the 2.33 major QPA is required. Students who fall below the required 2.33 major QPA in the semester preceding SW 490, Field Instruction, cannot take this course. A plan of action is developed with the student to elevate the QPA. Upon approval by the BSW Program Director, the student may subsequently register for SW 490 provided they have satisfied the 2.33 QPA requirement and other Program

requirements. If the student does not choose to follow through with the plan of action, they are dismissed from the program.

Termination Based on Academic Performance

Policy

If a student falls below the required cumulative QPA of 2.0, the University Undergraduate Grades and Academic Standing Committee places the student on probation. The student is then required to achieve this standard by the end of the next semester. The BSW Program faculty advisor will work with the student in developing a plan to elevate the QPA. The Office of Retention and Advising coordinates with the student and faculty to offer services to assist the student to improve their academic performance.

Should the student be unable to achieve the cumulative 2.0 QPA by the end of the next semester, they may be dismissed from the University by the Dean of the College of Health and Human Services. If a student falls below the required cumulative 2.0 QPA in the semester preceding SW 490, Field Instruction, they cannot take this course. University policy and procedure as stated in the preceding paragraph apply here. In the situation where a student attains the required cumulative 2.0 QPA and all other program requirements are satisfied, they may re-apply for SW 490, Field Instruction.

Procedure

If a student falls below the 2.33 QPA required for the Social Work major, the Program Director works with the student in developing a plan to elevate the QPA. It is expected that the student will achieve this requirement within two semesters. This must occur prior to registering for SW 490, Field Instruction, in which the 2.33 major QPA is a requirement. If a student falls below the required 2.33 major QPA in the semester preceding SW 490, Field Instruction, they cannot take this course. A plan of action is developed with the student to elevate the QPA. The student may, upon approval by the BSW Program Director, subsequently register for SW 490 provided the student has satisfied the 2.33 QPA requirement as well as other Program requirements. If the student does not choose to follow through with the plan of action, they are dismissed from the BSW Program.

4. Professional Responsibilities

All students in the BSW major are required to adhere to the NASW Code of Ethics, engage in ethical and professional behavior, and demonstrate attitudes and behavior consistent with the values of the social work profession. Students are required to demonstrate professional conduct with colleagues, clients, and other professionals that reflects the values and ethics of the profession. Students must demonstrate good interpersonal skills in professional interactions, respect for and sensitivity to people, a sense of responsibility, good judgment, and the ability to meet field instruction standards.

When there is a question about a student's personal or professional behavior, the BSW Program Director initially confers with the student. A meeting is arranged with the student, BSW Program Director, and other relevant parties to review the concern. The BSW Program Director determines a course of action based on the nature and seriousness of the situation. This may include dismissal from the program, delaying entry into SW 490, Field Instruction, removal from SW 490, temporary withdrawal from the Program, developing a written action plan to address the concern within a specified time frame, or some other plan. If a plan is created and the student does not choose to follow through with it, they are dismissed from the Program. In dismissal cases, the student is notified of such through advisement and in writing. The student has the right of appeal and is apprised of the Academic Grievance and Grade Appeals Policies and Procedures found in section 2.

Termination Based on Professional Performance

Policy

All students in the BSW major are required to adhere to the NASW Code of Ethics, engage in ethical and professional behavior, and demonstrate attitudes and behavior consistent with the values of the social work profession. Students are required to demonstrate professional conduct with colleagues, clients and other professionals that reflects the values and ethics of the profession. It is required that students demonstrate good interpersonal skills in professional interactions, respect for and sensitivity to people, a sense of responsibility, good judgment, and the ability to meet field instruction standards.

Procedure

In situations where there is question about a student's personal or professional behavior, the BSW Program Director initially confers with the student. A meeting is arranged with the student, the Program Director, and other relevant parties to review the concern. A course of action is determined by the Program Director based on the nature and seriousness of the situation. This may include dismissal from the Program; withdrawal from the Program; delaying entry into SW 490, Field Instruction; temporary withdrawal from the Program; developing a written plan of action to address the concern within a specified time frame; or some other plan. If a plan is developed and the student does not choose to follow through with it, s/he is dismissed from the Program. In cases of dismissal, the student is notified of such through advisement and in writing. The student has the right of appeal and is apprised of the Academic Grievance and Grade Appeals Policies and Procedures.

C. The Process of Senior Field Placement (SW 490)

The field site selection begins at the end of the fall semester of the **junior year**, with the student completing a Field Instruction Placement Planning Form on which the student designates significant areas of interest. Students must promptly complete all paperwork (including a resume and course registration) and interviews related to

field placement (no later than April 15th). The BSW Field Director works with each student from this point, assisting in the preparation for placement interviews arranged by the BSW Field Director. **Students are not to contact agencies on their own.**

At the semester's end, the student will fill out the Application for SW 490 before entering field placement. Students will be eligible to attend field placement with

1. Cumulative QPA of 2.0
2. Major QPA of 2.33
3. Evidence continued adherence to standards of conduct in the NASW Code of Ethics
4. Completing all required prerequisites (SW 145, 150, 400, 230, 345, 350, 401, 402, 403)
5. Recommendation of Social Work Program Faculty

Students will be notified during the summer before their placement if they have been accepted into the field (SW 490). Suppose a student is not accepted to a field placement based on the above criteria. In that case, the BSW Program Director will develop a plan for the student to follow to qualify for field placement in a subsequent year. A student on a leave of absence or has withdrawn from the University will be required to follow the above-stated process for field placement. In addition, the Field Director and the BSW Program Director will meet with the student to determine if the faculty recommends the student for field placement at that time.

By June 1st, Students will give the Director of Field certificates to verify that they have completed the HIPPA and Pennsylvania Mandated Reporter (child abuse) training. The student will also apply for (Child Line, PA State, and FBI clearance) by June 1st.

Agency confirmation: The BSW Field Director selects agencies for the senior field experience from among the range of local community agencies. The principal factor in matching a student with an agency is the learning potential the agency offers the student in terms of generalist practice experience and direction by competent field instructors. As noted, the student's central interest area is strongly involved in the selection process.

The BSW Field Director secures from each agency involved in the fall senior field experience a verbal commitment from the appropriate agency field instructor to provide such experience for a senior student. Following the student's successful interview with the prospective field instructor, a Memorandum of Understanding is signed by the Field Director and the agency Representative.

D. Transfer Students Procedures

Students who transfer to the School of Social Work and who wish to pursue the Bachelor of Social Work degree program will:

- process their University application through Admissions;
- have their transcript evaluated by the Coordinator of Prior Learning in the Registrar's Office

E. Transfer Policy

Policies

Transfer students are admitted to Marywood University based on an evaluation of the applicant's ability to meet Marywood University's academic standards. The BSW Program adheres to the following policy regarding course credit transfer:

- A course identified as a specific liberal arts or social science requirement for BSW majors (e.g., Anatomy and Physiology) will be accepted for credit only (a) if it is transferable according to Marywood University transfer credit standards, and (b) it has been evaluated and approved by the BSW Program Director.
- A specific course identified as Social Work (SW) may be accepted only (a) if it is transferable according to Marywood University transfer credit standards, (b) was taken at an institution whose social work program is accredited by CSWE*, and (c) it has been evaluated and approved by the BSW Program Director. (Luzerne, Lackawanna College and Northampton)
- Refer to the current Marywood University policy regarding a minimum number of credits completed at Marywood for degree eligibility. At least half of the BSW credits at Marywood are required for BSW degree eligibility.
- Marywood University does not give academic credit for life experience or previous work experience, in whole or in part, in lieu of the field/practicum practice or of courses.

F. Graduation Requirements

The BSW degree requires 120 credits. Minimum requirements for graduation include a cumulative QPA of 2.0, a QPA of 2.33 in the major, and completion of all curriculum requirements.

The specific required courses are identified in the Curriculum section. The following statement is identified on the permanent record of students who earn the BSW degree: "This student has completed all requirements of the Bachelor of Social Work Program, the objective of which is preparation for beginning generalist social work practice."

G. Ethics and Professional Conduct

The School of Social Work is committed to an inclusive, respectful learning environment that affirms the worth and dignity of all persons and aligns with the

profession's core values. Students are expected to conduct themselves ethically and professionally in a manner consistent with the National Association of Social Work Code of Ethics (NASW, 2021), including its dedication to embracing difference and diversity.

The Code identifies core values on which social work's mission is based, summarizes ethical principles that reflect the profession's core values, establishes specific ethical standards that guide social work practice, and provides the basis for the public to hold a practitioner accountable.

Summary of Principles:

Social workers' primary goal is to help people in need and to address social problems.

Social workers challenge social injustice.

Social workers respect the inherent dignity and worth of the person.

Social workers recognize the central importance of human relationships.

Social workers behave in a trustworthy manner.

Social workers practice developing and enhancing their professional expertise within their areas of competence.

Ethical standards are articulated under social workers' ethical responsibilities to clients, colleagues, in practice settings, and as professionals in the social work profession. The Code guides a Social Worker's actions and decision-making.

Faculty and staff will model these behaviors and promote a learning environment that is safe, supportive, and just to advance student development as professional social workers.

Students will:

- Behave civilly and respectfully in interactions with fellow students, faculty, staff, and other constituents
- Commit to engaging in the learning process both in the classroom and field settings by maintaining openness to new ideas and willingness to fulfill course requirements with integrity.
- Adhere to the NASW (National Association of Social Workers) Code of Ethics.
- A copy of the NASW Code of Ethics can be found at:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

By my electronic signature below, I agree to meet the above expectations throughout my time within the Marywood BSW Program.

IV. STUDENTS' RIGHTS AND RESPONSIBILITIES

A. Academic and Professional Advisement

Students are assigned an academic advisor at the beginning of their matriculation at Marywood. This adviser is a social work faculty member in the BSW Program. Advisors work closely with the student in course scheduling, academic and professional planning and development, and university-school-program involvement. Office hours of advisors are posted at faculty offices and are identified on course outlines for each semester.

1. Student's rights regarding advising are

- a. to have access to advisors (office hours posted, office telephone number and email address made known) in a timely manner;
- b. to be able to meet with advisors each semester regarding course scheduling;
- c. to have their confidential information respected and protected as directed The Family Educational Rights and Privacy Act of 1974 (FERPA);
- d. to have assistance with electronic course registration as needed.

2. Student responsibilities regarding advisement will be to:

- a. meet regularly with the advisor and keep advisor updated on the advisee's personal and academic needs, only making changes in course registration with the permission of the advisor;
- b. utilize campus support services to enhance academic progress;
- c. complete and submit in a timely manner applications/necessary forms for SW 150, Introduction to the Social Work Field Experience, official admittance into the BSW Program at the end of Sophomore Spring semester, SW 345, Junior Field Experience, and SW 490, Field Instruction;
- d. discuss with advisor plans and concerns about employment and/or graduate school

B. Academics

1. Student rights concerning course work will be:

- a. to be able to contact professors beyond course time;
- b. to receive course syllabi with course objectives, content, assignments, grading evaluation, and scale;
- c. to have an opportunity to discuss with professor course/examinations/assignments;
- d. to offer input to professor regarding course/professor/syllabus change;

- e. to have the right to not engage in course discussions that solicit self-disclosure that may be sensitive issue for student;
- f. to receive reasonable accommodation when there is a documented disability;
- g. to have the right to seek grievance and appeal.

2. Student responsibilities concerning course work will be:

- a. to notify professors when accommodations are needed per the documentation of a disability;
- b. to attend classes/field placement, come prepared and contribute to the learning environment;
- c. to inform professors as soon as possible when the student is not able to attend;
- d. to inform the Office of Retention Management when a lengthy absence occurs;
- e. to identify one's learning needs and to seek assistance in a timely manner as well as discuss needs with one's professors and academic advisor;
- f. to behave in a manner that reflects NASW's Code of Ethics, and to respond to issues based on sources that are sound and rooted in documented research, and
- g. to offer thoughtful feedback to students and professors in a way that is constructive and considerate of the whole.
- h. to treat other students, faculty, and staff courteously and respectfully at all times.

3. Student's Rights Regarding Academic Grievance and Grade Appeals Policies and Procedures

Enrollment at Marywood University is a voluntary decision that includes a student's acceptance of the responsibility to meet academic requirements and to behave consistently with the University's and BSW Program's purposes and objectives. Students are expected to know and adhere to University and BSW Program regulations. The University and the BSW Program are responsible for guaranteeing appropriate process and protection from arbitrary or capricious disciplinary action.

The BSW Program employs University policies and procedures to adjudicate student grievances and appeals. These are in the Marywood University Student Handbook, available on the Marywood University website. A student with a grievance has the right to pursue it through the University's Academic Grievance and Grade Appeals Policies and Procedures. The Student Academic Grievance Policy and Procedure is in the University Student Handbook. The Grade Appeals Policy and Procedure is located in the University Student Handbook and at the end of this handbook.

C. BSW Program

1. Student rights concerning the BSW Program will be:

- a. to provide input into the BSW curriculum and educational policies;
- b. to participate directly or through an elected class representative on the BSW Student Advisory Council;
- c. to be free of experiencing harassment or discrimination on the grounds of race, color, national origin, sex, age, disability, religion, political or sexual orientation.

2. Student responsibilities concerning the BSW Program will be:

- a. to assist the BSW Program in strengthening curriculum and educational policies;
- b. to participate in the BSW Program governance as specified in the Constitution and By-Laws;
- c. to actively participate in the student organization, Caritas Club;
- d. to participate directly or through elected class representative on the BSW Student Advisory Council;
- e. to oppose discrimination toward self/others.

D. Background Checks

Before entry into SW 490, students must complete State Police, FBI, and child abuse background checks. Additionally, students will complete the online HIPPA training and mandated child abuse reporter trainings.

Students should know that state licensing boards and employers require background checks for BSW students and professional social workers. These checks may include State Police, FBI, child abuse, current health, or other requirements for the work the student or social worker may be expected to do. Students in the School of Social Work BSW Program should recognize that a positive report in any background check might:

- disqualify a student from placement at a field education site of their choice. Inability to obtain an appropriate placement may lead to dismissal from the program or otherwise prevent the student from obtaining a degree;
- bar a program graduate from obtaining a license to practice as a social worker;
- disqualify a licensed social worker from employment.

The effect of a positive report is determined by the agency or licensing board; there may be an opportunity to appeal or to explain the circumstances. Students with circumstances in their backgrounds that may emerge during background checks are

encouraged to discuss the potential implications of these circumstances with their advisors.

E. The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a federal law, which states that a written institutional policy must be established, and that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records. (The full policy can be found in Section 2)

F. Civil Rights Policy

Civil Rights Policy and Grievance Procedures for Civil Rights Discrimination, Sexual Harassment and Sexual Assault are located in the Marywood University Student Handbook and in Section 2 of this handbook.

G. Policy for Students with Documented Disabilities

Marywood University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. Students with disabilities who need special accommodations must submit documentation of the disability to the Office of Student Disability Services, Learning Commons 217, in order for reasonable accommodations to be granted. The Office of Disability Services will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to ensure that all students have a fair opportunity to perform in this class. Students are encouraged to notify instructors and the Office of Student Disability Services as soon as they determine accommodations are necessary; however, documentation will be reviewed at any point in the semester upon receipt. Specific details of the disability will remain confidential between the student and the Office of Student Disability services unless the student chooses to disclose or there is a legitimate academic need for disclosure on a case-by-case basis. For assistance, please contact the Director of Student Disability Services, at 570-348-6211 x2335 or disabilityservices@marywood.edu.

How to file a disability related grievance can be found here: [Grievance Policy for Student with Disabilities](#)

H. Academic Honesty Policy

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. The entire community, students and faculty alike, recognizes the necessity and accepts responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community. Cheating and plagiarism are destructive behaviors of

the learning process and the ethical standards expected of all students at both the graduate and undergraduate levels.

Students are responsible for knowing and adhering to the University's Academic Honesty policy. Violations of this academic honesty statement or the intent of this statement carry consequences. University procedures for investigation of alleged violations of this policy ensure that students are protected from arbitrary or capricious disciplinary action. The course instructor determines initial sanctions for violations of academic honesty ordinarily. The faculty member will employ a range of sanctions, from a minimum of a failing grade for the specific coursework in which the infraction occurred to a maximum of a failing grade for the entire course. If necessary, the chairperson and/or academic dean may become involved in investigating the allegation of academic dishonesty and the determination of sanctions. The faculty member will file a report with the office of the Provost and Vice President for Academic Affairs, with a copy to the faculty member's department chairperson and the student's academic dean. An academic dean may also choose to inform the Dean of Students of charges of academic dishonesty for adjudication in the University conduct system. Likewise, a University community member may submit a conduct report against a student, group of students, or student organization for alleged violations of the Academic Honesty policy to the Dean of Students, who will inform the appropriate academic dean for possible adjudication. The Provost and Vice President for Academic Affairs will maintain a register of established cases of academic dishonesty to identify an individual student's pattern of violation. Two established cases of academic dishonesty will result in suspension from the University; three established cases will result in dismissal.

In a case in which the student is involved with violations of both academic and discipline policies from the same incident, the Dean of Students and the cognizant Academic Dean of the college or school in which the student is enrolled will confer regarding sanctions to assess their academic impact and to assure that a consistent message is communicated to the student.

Definitions

Cheating is defined as but not limited to the following:

1. having unauthorized material and/or electronic devices during an examination without the permission of the instructor;
2. copying from another student or permitting copying by another student in a testing situation;
3. communicating exam questions to another student;
4. completing an assignment for another student, or submitting an assignment done by another student, e.g., exam, paper, laboratory or computer report;
5. collaborating with another student in the production of a paper or report designated as an individual assignment;
6. submitting work purchased from a commercial paper writing service;
7. submitting out-of-class work for an in-class assignment;

8. changing grades or falsifying records;
9. stealing or attempting to steal exams or answer keys, or retaining exams without authorization;
10. submitting an identical assignment to two different classes without the permission of the instructors;
11. falsifying an account of data collection unless instructed to do so by the course instructor;
12. creating the impression, through improper referencing, that the student has read material that was not read;
13. artificially contriving material or data and submitting them as fact;
14. failing to contribute fairly to group work while seeking to share in the credit;
15. collaborating on assignments that were not intended to be collaborative.

Plagiarism is defined as the offering as one's own work the words, sentence structure, ideas, existing imagery, or arguments of another person without appropriate attribution by quotation, reference, or footnote. It includes quoting, paraphrasing, or summarizing the works of others without appropriate citation. No claim of ignorance about the nature of plagiarism will excuse a violation.

Procedures

The student has a right to appeal sanctions resulting from academic dishonesty. A student who files a formal grievance must submit the request to the departmental Chair or the Dean in writing. This is ordinarily done within thirty working days of the date an alleged incident occurred, or a problem began. The necessary form is available from the Academic Dean of the college or school where the alleged problem occurred. The Provost and Vice President for Academic Affairs is the final recourse in the academic appeal process.

If a particular class does not follow a standard starting time, the individual instructor should determine the meeting time closest to the standard for that day of the week.

I. Other Policies

Additional important policies may be found in the University Student Handbook. These include but are not limited to Alcohol and Controlled Substances Policy, Conduct Policies and Procedures, Drug-Free Workplace, Violent Acts and Threats Policy, Severe Weather, etc.

V. Student Organization/Activities

A. CARITAS Club Introduction

Caritas Club is the official BSW student organization. All students are expected to participate in Caritas. The Constitution of Caritas follows:

B. Constitution and By-Laws

Article I: Name

The name of this organization shall be the Caritas Club.

Article II: Goals

The goals of this organization shall be:

- to provide a forum through which students can broaden and enrich their knowledge base as it relates to social work education and practice;
- to function in a liaison capacity with the School of Social Work;
- to provide active voluntary service in various community organizations;
- to provide collective student input into the policies, curriculum, and other educational endeavors of the BSW Program.

Article III: How Goals will be Achieved

This organization shall aim to advance these goals by:

- providing educational and social experiences of both a formal and informal nature encompassing the Marywood and broader educational community;
- participating in BSW faculty-student and larger department meetings;
- engaging in voluntary experience in community organizations;
- serving in a formal advisory capacity to the BSW Program.

Article IV: Membership

The membership shall consist of BSW majors, with other majors welcome to join the student organization.

Article V: Officers

- Section 1: The club's officers shall be the President, Vice President, Treasurer, and Secretary.
- Section 2: Term of office shall be for two semesters.
- Section 3: Officers and class representatives shall be elected by formal ballot. Nominations will be held at a meeting at the end of the spring semester. Officers will be elected by majority vote.

Article V: Duties of Officers

Section 1: President

- It shall be the duty of the President to preside at all the meetings. They shall be a member of all committees. It shall be the chairperson's duty to serve as

liaison with the Student Government Association regarding affairs pertinent to club goals and activities.

Section 2: Vice President

- It shall be the duty of the Vice President to assist the President and to preside in their absence. The Vice President shall also be a member of the BSW Advisory Council.

Section 3: Treasurer

- It shall be the Treasurer's responsibility to execute all club financial transactions. An officer and the Advisor shall approve all dispersal transactions. The Treasurer shall submit the annual Treasurer's Report at the end of the spring semester.

Section 4: Secretary

- It shall be the duty of the Secretary to keep minutes of all the meetings, submit them to designated University offices, and add them to the Caritas Google Drive. The Secretary will also serve on the BSW Advisory Council, keep minutes of all meetings, and upload them to the BSW Student Google Drive.

Section 5: Class Representatives

- Each class year can elect their class representative to the Caritas Club.

Section 6: Other Positions & Committees

- Other positions, committees, and subsequent committee chairs may be established as the President needs. The positions, committees, and committee chairs will be appointed through self-nomination, and they will serve in that position for two semesters.

Article VI: BSW Advisory Council

Section 1

- The Advisory Council shall consist of five student members. These shall be the Vice President of Caritas and one student representative elected by and from each class. If someone cannot attend a meeting, a member of the Caritas Executive Board should go in place of that member.

Section 2

- Advisory Council meetings shall occur regularly and at the initiation of students or the BSW Program Director.

Section 3

- Summaries of Council meetings will be kept in the Caritas Google Drive

Article VII: Membership and Fundraising

Section 1

- All BSW majors are members of Caritas Club

Section 2

- Fundraising will be conducted by the club per University policy.

Section 3

- Fundraising proceeds will be used to attain club goals and functions throughout the school year.

B. BSW Student Faculty Meetings

A BSW Student-Faculty Meeting is scheduled once a semester and as needed. All BSW majors must attend unless they have been excused from attendance by the Director of the BSW Program. These meetings provide a forum for information exchange (e.g., University, School, Program activities, events, University workshops, community happenings, professional social work, CSWE, and NASW issues and activities) and open, informal dialogue between faculty and students regarding the BSW Program and profession.

C. BSW Advisory Council

Purpose and Membership

The BSW Advisory Council provides student input and feedback to social work program faculty regarding various curricular and policy aspects of the social work program. Student membership consists of the elected representative from each class and two members of the Executive Council of Caritas.

Functions

- Serve in an advisory capacity to program faculty regarding curricular and policy aspects of the program.
- Represent the BSW student body as a collective. This does not preclude, however, any individual social work student from engaging in dialogue regarding any of the above aspects. The social work program does and will maintain an "open door" policy at all times.
- Serve on various subcommittees and task forces related to the program.
- Serve as the forum for expressing student collective concerns.
- Disseminate information regarding Council activities.

VI. Student Honors

A. Social Work Honor Society

Social work majors are eligible for membership in Alpha Delta Mu, a National Social Work Honor Society. Marywood's chapter is Gamma Delta.

Alpha Delta Mu aims to advance excellence in social work practice and to encourage, stimulate, and maintain the scholarship of individual members. The Society encourages and recognizes superior scholarship in social work education and aims to advance excellence in social work practice.

A BSW major is eligible for membership when they have:

- achieved junior or senior standing;
- achieved a cumulative grade point average of 3.25 or better;
- earned a minimum of six semester hours or equivalent in social work;
- demonstrated a high standard of ethical behavior and dedication to social work practice.

B. Jenkins-Colis Gilroy Medal for Excellence in Social Work

The Jenkins-Colis Gilroy Medal for Excellence in Undergraduate Social Work was founded in 1987 by BSW students in memory of Brian Jenkins, Class of 1979, and Patricia Colis Gilroy, Class of 1976. The medal is awarded to a graduating BSW student who demonstrates excellence in academics, service, and fulfillment of social work program goals. Criteria for the Medal are as follows:

- **Academic:** QPA of 3.25 or above cumulatively and in the social work major. The three students with the highest quality point averages above 3.25 are invited to compete for the Medal.
- **Service:** Service includes varied forms of involvement beyond formal educational requirements. Service might include, for example, active participation in University, School, Program, Club, or Community Systems. Quality as well as quantity in community service must be demonstrated.
- **Application:** A written narrative is to be provided to the Medal Committee of how the student has fulfilled program goals.
- **Interview:** An interview with the Medal Committee after providing the written narrative.

The selection process policy is available at the office of the BSW Program Director.

C. Other Honors/Awards

The Kaitlin A. Prislupsky, BSW '14, MSW '15 memorial award is awarded to a graduating BSW student who is accepted to and will enroll in the Marywood MSW Program. The recipient demonstrates scholarship achievement, a commitment to graduate social work education, and to the enhancement of social work practice skills. The qualifications/procedures for the award are as follows:

- A list of prospective recipients is generated of all graduating Marywood BSW students who (on or before February 1st) have been accepted and have agreed to attend the MSW Program at Marywood

- Academic: QPA of 3.25 or above cumulatively and in the social work major.
- Vote of BSW faculty members based on scholarship achievement and commitment to the development of practice skills.

Social work majors are also eligible for various University-wide societies and awards. Criteria for University-wide societies and medals are available through the appropriate University office.

VII. Student Mailboxes/Bulletin Boards

In addition to student email addresses and Brightspace serving as the primary form of communication regarding courses, students also have individual mailboxes for BSW majors are located in the School of Social Work. These mailboxes serve as an important source of information and communication.

Social Work Bulletin Boards also serve as key important sources of information and communication. Bulletin Boards, which are located on the first floor of the Liberal Arts Center and in the School of Social Work, contain various sorts of information of importance to the BSW major (e.g., advisement, scholarships, jobs, advisement, meetings, faculty-student and student exchanges of information, etc.). BSW majors are encouraged to read the Bulletin Boards on a routine basis.

VIII. National Association of Social Workers (NASW)

BSW majors are strongly encouraged to join the National Association of Social Workers (NASW). The NASW is the professional organization of social workers in the United States. BSW majors are eligible for membership at a reduced student rate. Information about the Association and applications are available in the School of Social Work Program Director's Office.

IX. Marywood University Student Handbook

BSW majors are required to read the University's Student Handbook and be familiar with their rights and responsibilities, the various policies and procedures pertaining to student life, and student affairs and student services. All students must abide by University policies and procedures.

X. CSWE Core Competencies and Practice Behaviors (EPAS, 2015)

As per the 2015 Educational Policy and Accreditation Standards (EPAS), the nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of

the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Social workers:

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice

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

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- 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.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 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 understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and

constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

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

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

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

Social workers:

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

PART 2: POLICIES

I. Marywood University Policies

The BSW Program upholds all of the below policies to create a learning environment that extends beyond the classroom and field setting that is committed to diversity and where policies are fair and transparent in substance and implementation.

A. Student Academic Grievance Policy

Policy Statement

“Marywood University recognizes the need to assure students a prompt, impartial and fair hearing of their grievances related to academic matters. A student who feels that s/he has been treated unfairly or unjustly by instructional staff, chair or dean with regard to an academic matter has a right to grieve according to approved procedures available in deans’ offices. Note: The University’s Civil Rights Policy and Grade Appeals policy supersede this Student Academic Grievance policy.

Definitions

Academic matter – that which could affect academic standing or progress in a particular program.

Procedures

The student must approach the instructor, chair, dean, or other institutional officer directly involved with the alleged problem. Oftentimes the matter can be resolved equitably at this level. If the student feels uncomfortable in approaching the person directly involved with the dispute, s/he has the option of progressing successively up the chain of the organizational structure in which the problem originated.

The final stage of informal resolution of grievances is the academic dean of the college or the appropriate institutional officer.

A student who decides to file a formal grievance must submit the request in writing. This is ordinarily done within thirty working days of the date an alleged incident occurred or a problem began. The necessary form and procedural guidelines are available from the academic dean of the college where the alleged problem occurred.”

This can be found on the Marywood website here:

marywood.edu/policy/doc/Student-Academic-Grievance.pdf

B. Marywood Grade Appeals Policy

Policy Statement

It is presumed that a faculty member assigns grades fairly and in accord with the grade plan included in the course outline distributed to students at the beginning of the course. However, when a student has evidence or believes that evidence exists that a final grade was assigned improperly, the University provides an equitable and orderly process for appeal.

Definitions

Course outline – the requirements of a course, including course goals and objectives, required readings and reports, testing dates and procedures, grading plans, and all other course expectations.

Final Grade – the grade assigned at the end of a course.

Procedures

The student requests assurance from the Registrar that no mechanical error was made in recording the grade. Marywood University will not be liable for unreported errors on student records.

The student speaks with the instructor of the course. Oftentimes the issue can be resolved satisfactorily at this level. If the student feels uncomfortable in approaching the instructor, a visit with the department chair, or the appropriate academic dean if the chair is also the instructor, is another avenue to explore before initiating a formal grade appeal.

A student who decides to file a formal grade appeal must submit the request in writing within sixty days of the date the grade is recorded by the Registrar. The necessary form and procedural guidelines are available from the academic dean of the college in which the course was offered.

This can be found on Marywood website here: marywood.edu/policy/doc/grade-appeals.pdf

C. Nondiscrimination and Complaint Procedures Policy Formal Complaint Procedure

If the complainant decides to proceed formally, either initially or after opting out of the informal process, the complainant should submit within ten (10) calendar days a formal complaint, preferably in writing, to the Executive Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources who originally fielded the complaint. The complaint must include detailed factual information concerning the incident(s) and should identify the action the complainant feels will remedy the situation. The Executive Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources will appoint an investigator from a pool of trained faculty members, administrators or professional staff. Marywood shall ensure to the extent possible that there will be no real or perceived conflicts of interest by those handling the investigation.

Upon receiving a formal complaint, the investigator promptly will commence a thorough investigation. Investigations will be conducted as expeditiously as possible and the University will endeavor to complete them within sixty (60) calendar days after the complaint, either formal or informal, is filed. This timeframe may vary, however, depending on a number of factors, including, but not limited to, confidentiality requests, the availability of witnesses, the scope of the investigation, and any unforeseen circumstances.

During the investigation, the investigator will update the complainant and respondent when and as appropriate and reasonable under the circumstances, typically within twenty (20) days.

The investigation may include, where appropriate, interviews with the complainant, the respondent, and witnesses identified by either party at the beginning of or during the course of the investigation, as well as the examination of documentation. Both parties are encouraged to present potential witnesses and relevant documentation.

Should the investigation include meetings with the complainant and/or the respondent, the complainant and the respondent are permitted to be accompanied by an advisor of their choice. Advisors may attend proceedings with their advisee but may only speak to their advisee. Advisors may not interrupt or otherwise disrupt proceedings. All communication throughout the entire investigatory process will be directed to the advisee.

The University cannot guarantee equal advisors. The University has counselors and other employees who may be able to assist in the proceedings, and upon request, the University will provide such assistance to either party. The University is not responsible for paying for the services of an attorney or other outside advisor.

Both parties are allowed to discuss and share information relating to their complaint with others that may support or assist them in presenting their case. Advisors are

expected to keep all information shared private. Individuals may request review of documents included within the investigatory file. Due to privacy issues, some of the documentation may be redacted prior to the request being honored. Requests to review documentation should be addressed to the Executive Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources.

Upon conclusion of the investigation, the investigator will provide a written report of their investigation to the Executive Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources. As appropriate, the Executive Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources will share the complainant and the respondent the outcome and/or conclusions rendered by the investigator. The complainant and respondent will have five (5) calendar days to provide feedback or any other response to the outcome and/or conclusions.

If the respondent admits to the charges, or instances where the investigator determines that no violation of the Policy occurred, the investigator and the Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources will determine sanctions and/or make other recommendations and conclude the investigation.

In all other cases, the Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources will then appoint a review panel composed ideally of three (3) members, at a minimum two (2) members, from the pool of trained panelists. The review panel will meet with the investigator, who will present their findings to the review panel in person. The review panel may interview witnesses, including the complainant and/or respondent, or alternately may direct the initial investigator to interview additional persons. Both the complainant and the respondent may submit questions to the review panel for the review panel to ask of the other side.

The review panel will determine, based on a preponderance of the evidence, whether the respondent violated the Policy. The review panel will then provide conclusions and disciplinary recommendations to the Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources. After a decision is made concerning resolution of the complaint and any disciplinary actions to be imposed, the Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources will notify simultaneously the complainant and the respondent in writing of the outcome of the investigation.

Such notification will include the allegations, findings based on a preponderance of the evidence, rationale, and sanctions in accordance with policy and applicable laws. The Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources will notify any other parties of any recommendations assigned to them. If the complainant chooses to file a complaint with the University, the individual may proceed formally or informally. Each option is outlined below.

Regardless of which path the complainant chooses, the Executive Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources will acknowledge in writing receipt of the complaint to the complainant and simultaneously notify the respondent of the complaint. Both notices will include the specific alleged offenses, the name of the investigator (if assigned) to the complaint, and a copy of this Policy (or link). Unless special circumstances exist, the University will notify the respondent of the name of the complainant.

Although neither party can be required to participate in the process, all parties are encouraged to participate to ensure an accurate and objective process and outcome. If a respondent chooses not to participate, the University will proceed with the investigation process without the respondent's participation.

Sanctions

If the respondent is found responsible for violating this Policy, action will be taken to eliminate the discriminatory or harassing conduct, including, but not limited to, extending the supportive actions, as well as issuing a warning, a no contact order, suspension, transfer, discharge, or dismissal of the respondent. If it is determined that the complainant knowingly made a false complaint, the complainant shall be subject to disciplinary action. The University reserves the right to modify sanctions depending on the facts and circumstances of the particular incident.

Appeal

Either party, if not satisfied with the final decision of the hearing panel and the Executive Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources will have ten (10) calendar days after receipt of the outcome to file an appeal for one of the following reasons:

1. Presentation of new evidence;
2. Allegation that relevant evidence was not considered;
3. Allegation of procedural error;
4. Disproportionate sanctions.

Appeals must be in writing and submitted to the Executive Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources who will determine within three (3) calendar days whether the appeal has merit based on one of the above- reasons. The Executive Director of Institutional Equity and Inclusion/Title IX Coordinator or Director of Human Resources then will forward the written appeal to the President of the University. Within five (5) calendar days, the President will direct the appeal to the appropriate University body, described below. The appeals committee will have thirty (30) calendar days to review and make a recommendation to the President of the University. The appeals committee may decide, in their sole and absolute discretion, to review or decline to review the initial investigation as well as independently investigate the claim. Within ten (10) calendar days after receipt of the recommendation from the appeals committee, the President of the University will provide a written response to both parties in the original complaint. The decision of the President of the University is final and binding.

Claims against Employees

For claims against Faculty Members, including Librarians, Administrators, Professional Staff, and Support Staff, the President of the University will appoint and convene a committee of five (5) employees composed of professional staff, administrators and/or faculty members who are independent of the claim.

Claims against Students

For claims against students, the President of the University will refer the appeal to the Vice President for Enrollment Management and Student Services who will convene an Appeal Board. The Appeal Board will review the complaint and make a recommendation to the Vice President for Enrollment Management and Student Services who will notify the President of the recommendation.

No Retaliation

Retaliation of any kind is prohibited. Anyone who in good faith reports conduct that they reasonably believe constitutes a violation of this Policy, or who cooperates and/or participates in an investigation of an incident under this Policy, shall not be subjected to retaliation. Any student complainant or student witness who believes they have been subjected to retaliation, should contact the Executive Director of Institutional Equity and Inclusion/Title IX Coordinator or Dean of Students as soon as possible. Any employee complainant or employee witness who believes they have been subjected to retaliation should contact the Director of Human Resources. Anyone found to be in violation of this retaliation provision may be subject to disciplinary action. Further, individuals who knowingly make false reports may be subject to sanctions depending on the facts and circumstances of the particular incident.

Resources

A list of Marywood and community resources is available at the Office of Institutional Equity and Inclusion, Human Resources Office, Dean of Students' Office, the Student Health Services Office, the Office of Disabilities Services, and the Counseling and Student Development Center.

Students are encouraged to use the services of the Counseling and Student Development Center, the Student Health Services Office, and the Office of Disabilities Services on campus. Employees are encouraged to contact the University's Employee Assistance Program (EAP) or the Director of Human Resources for a list of providers.

This policy can be found on Marywood's website here:

marywood.edu/policy/doc/Nondiscrimination-Complaint-Procedures-of-Marywood-University.pdf

D. The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a federal law, which states that a written institutional policy must be established, and that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Marywood University accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from a student's education records without the written consent of the student except to personnel within the institution, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing the student financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of students or other persons. All these exceptions are permitted under the act.

Within the Marywood University community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the administrative offices that maintain student records, and academic/ student affairs personnel within the limitations of their need to know. Should a question occur about accessibility, the vice president of the area concerned should be consulted.

At its discretion, the University may provide directory information in accordance with the provisions of the Act to include: student name, address, telephone number, dates of attendance, class previous institution(s) attended, major field of study, awards, honors degree(s) conferred (including dates). Students may withhold directory information by notifying the Registrar on the appropriate form within two weeks after the first day for the fall term. Request for non-disclosure will be honored by the University for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Office of the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Marywood University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic and financial files and academic, cooperative education, and placement records.

A student wishing to review his/her education records must make a written request to the officer responsible for the maintenance of the record concerned listing the item or items of interest. Records covered by the act will be made available within

forty-five days of the request. Students may have copies made of their records with certain exceptions. Marywood University reserves the right to refuse a student a copy of his/her record if the student has a financial indebtedness to the University, or the original or source document exists elsewhere. These copies would be made at the student's expense at prevailing rates that are listed on the Financial Facts Sheet issued each year.

Education records do not include: records of instructional, administrative and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual, except a substitute who performs on a temporary basis the duties of the individual who made the record; records of the law enforcement unit; student health records; employment records; or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to the part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

A student who believes that an education record contains information that is inaccurate or misleading, or is otherwise in violation of his/her privacy or other rights may discuss the problem informally with the officer responsible for the maintenance of that record. If the decisions are in agreement with the student's request, the appropriate record(s) will be amended. If not, the student will be notified within a reasonable period of time that the record(s) will not be amended; and will be informed by the vice president of the area concerned of his/her right to a formal hearing. A student's request for a formal hearing must be made in writing to the appropriate vice president who, within a reasonable period of time after receiving such requests, will inform the student of the date, place, and the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The hearing panel that will adjudicate such challenges will be the vice president of the area concerned and four individuals appointed by the President of the University. These persons will be selected according to the nature of the particular case.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel, if the decisions are in favor of

the student. If the decisions are unsatisfactory to the student, the student may place with the education record(s) statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudication of their challenge were unfair, or not in keeping with the provisions of the Act may request in writing, assistance from the President of the University. Further, students who believe that their rights have been abridged, may file complaints with the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue NW, Washington, D.C. 20202-4605, concerning the alleged failures of Marywood University to comply with the Act.

Revisions and clarifications will be published as experience with the law and Marywood University's policy warrants.

This can be found on the Marywood website here:
marywood.edu/academics/registrars-office/resources

E. Marywood's Nondiscrimination and Complaint Procedures Policy

Policy Statement

Marywood University (the "University" or "Marywood") "honors the uniqueness and dignity of each human person" (Core Values of Marywood University, Respect). The University declares and affirms a policy of equal educational and employment opportunity and nondiscrimination in its educational programs and all other activities that it operates both on and off University property. Marywood is committed to maintaining a comfortable, healthy and safe learning, living and working environment for all members of the Marywood community. Marywood does not condone and will not tolerate discrimination, harassment, or assault based on race, sex (including sexual harassment, sexual violence and pregnancy), color, gender identification and status as a transgender or transsexual individual, sexual orientation, national or ethnic origin, age, creed, ancestry, religion, disability, marital status, citizenship, genetic information, military/veteran status, use of a guide or support animal, or any other characteristic protected by applicable federal, state, or local law ("Protected Characteristics"). These are explicit civil and legal applications of the formulation of religious beliefs already cherished in Marywood University's Mission, Core Values, and practices.

The term "harassment" in this Policy means unwelcome and offensive conduct based on one's Protected Characteristic. Examples of harassment include, but are not limited to, verbal (including improper joking or teasing), written or physical conduct that denigrates or shows hostility or aversion towards an individual because of any Protected Characteristic, and that (1) has the purpose or effect of creating an intimidating, hostile, or offensive environment as defined by law; or (2) has the purpose or effect of unreasonably interfering with an individual's work or educational performance; or (3) otherwise adversely affects an individual's employment or educational opportunities. Such conduct includes, but is not limited to, slurs, epithets, threats, derogatory comments, unwelcome jokes, teasing, and similar conduct whether written, verbal or physical. Harassment is not limited to only behavior that is sexual in nature, and it can occur regardless of the gender of either the harasser or the victim.

Marywood University will make reasonable accommodations to known physical or mental limitations of otherwise qualified individuals with disabilities unless doing so would impose an undue hardship on the University. Any person who believes they may require such accommodation should contact the Director of Student Disability Services (for students) or the Director of Human Resources

Scope of this Policy To the greatest extent permitted by law, this Policy applies to all faculty members, staff, administration, employees, students, volunteers and visitors on campus property, at off-campus University-sponsored events, including, but not limited to, academic and educational programming, internships, study abroad programs, athletic events, and all other University programming, off-campus satellite branches. In addition, this Policy applies to the conduct of all these individuals if it has a negative effect on the University's educational environment, regardless of whether the conduct occurred on or off-campus.

Marywood University does not discriminate on the basis of sex in its educational programs nor in other activities operated by the University. As required by Title IX, and specifically 34 C.F.R. Part 106.9, the University shall not discriminate in such a manner. This protection extends to employees of and applicants for admission to Marywood. Inquiries concerning the application of Title IX should be directed to the Title IX Coordinator, or a Deputy Title IX Coordinator for the University, or to the Assistant Secretary for the Office of Civil Rights of the Department of Education, Philadelphia, Pennsylvania (see below for contact information).

Similarly, any individual who believes they have been subject to discrimination on the basis of sex is encouraged to file a complaint consistent with the Marywood University Title IX Sexual Harassment and Community Standards Sexual Misconduct Policy ("Title IX Policy"). The full version of the Title IX Policy can be found here. For all other conduct and complaints, this Policy applies. Regardless of whether this Policy or the Title IX Policy applies, anyone wishing to make a report of conduct they believe may violate either policy may and should report the incident as soon as possible to the Director of Human Resources or the Executive Director of Institutional Equity and Inclusion/Title IX Coordinator.

The full policy can be found on Marywood's website here:

marywood.edu/policy/doc/Nondiscrimination-Complaint-Procedures-of-Marywood-University.pdf

F. Title IX Sexual Harassment and Community Standards Sexual Misconduct Policy

Policy Statement

Marywood University (the “University”) honors the uniqueness and dignity of each human person” (Core Values of Marywood University, Respect). The University declares and affirms a commitment to maintaining a comfortable, healthy, and safe learning, living, and working environment for all members of the Marywood community. Marywood does not condone and will not tolerate sexual discrimination or sexual violence of any kind, including, but not limited to, rape, domestic violence, dating violence, sexual assault, stalking, sexual exploitation, harassment based on sex, sexual activity for which there is no consent, or any other misconduct that may violate this Title IX Sexual Harassment and Community Standards Sexual Misconduct Policy, including hazing, bullying, and cyberbullying, if it is sex/gender-based.

Marywood University is subject to Title IX of the Educational Amendments of 1972 (“Title IX”), 20 U.S.C. §§1681, et seq., which states that “[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Marywood University does not discriminate on the basis of sex and will not tolerate sexual misconduct in any form, including as defined by Title IX or Marywood University’s Community

Standards. Inquiries concerning the application of Title IX may be directed to the Title IX Coordinator or a Deputy Title IX Coordinator for the University, or to the Assistant Secretary for the Office of Civil Rights of the United States Department of Education (see below for contact information). Marywood University’s complete Notice of Non-discrimination is available at <http://www.marywood.edu/campus-safety/policies/anti-discrimination.html>

Marywood University is committed to taking all necessary steps to comply with any obligations it may have under Title IX of the Education Amendments Act of 1972, Title VII of the Civil Rights Act of 1964, as amended, and the Campus Sexual Violence Elimination (Campus SaVE) Act of 2013. These are explicit civil and legal applications of the formulation of beliefs already cherished in Marywood’s religious commitment, objectives, and practices.

Marywood University’s Title IX Sexual Harassment and Community Standards Sexual Misconduct Policy (“the Policy”) applies to all faculty, staff, administration, employees, students, volunteers, and visitors on campus property. Additionally, the Policy applies to the conduct of all faculty, staff, administration, employees, students, volunteers, and visitors at off-campus University-sponsored events, including, but not limited to, academic and educational programming, internships, athletic events, and all other University programming, as well as to the conduct of all faculty, staff, administration, employees, students, volunteers, and visitors occurring off-campus but having an effect on the University’s educational program or activity. Alleged misconduct subject to this Policy (“Prohibited Conduct”) includes both Title IX Sexual Harassment (which is defined by law) and Community Standards Sexual Misconduct

(which includes allegations that do not meet the definitions under Title IX, but nonetheless violate Marywood University community standards), as discussed further in the Definitions (Section IV) below. Marywood University will process all complaints reported under this Policy regardless of where the conduct occurred to determine whether the conduct occurred in the context of its educational program or has continuing effects on campus or in an off-campus program or activity. Anyone believing they have been the victim of, or a witness to, or otherwise has reason to believe or become aware of conduct that may be in violation of this Policy by, or involving, any member of the University community, guests, or visitors on University property, any property controlled by the University, including off-campus University sponsored events should report the incident as soon as possible to the Title IX Coordinator or one of the Deputy Title IX Coordinators. Marywood University will take the steps necessary to stop any and all misconduct, prevent its recurrence, and correct its discriminatory effects on the complainant and others.

The full policy can be found on Marywood's website here:

marywood.edu/policy/doc/Title-IX-Sexual-Harassment-and-Community-Standards-Sexual-Misconduct-Policy-and-Procedures.pdf

G. Marywood Disability Grievance Policy

Policy Statement

It is the policy of Marywood University not to discriminate on the basis of disability. The University has adopted an internal grievance procedure providing for prompt and equitable resolution of grievances by either students or employees alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) or the relevant U.S. Department of Health and Human Services regulations implementing the Act (34 C.F.R. Part 104) (together, "Section 504"). Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of the Section 504 Coordinator, Dr. Yerodin Lucas, Interim Director of Equity and Inclusion | Title IX Coordinator, who has been designated to coordinate the efforts of the University to comply with Section 504. Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for the University to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. The University will make every effort to protect the grievant from retaliatory action. Any individual who retaliates against the grievant will be subject to discipline up to and including discharge from employment and/or termination of student status.

Definitions:

Procedures:

All alleged incidents involving disability discrimination are to be dealt with immediately. When a Marywood University employee or student believes s/he has been the victim of disability discrimination or witnessed disability discrimination, the following procedures should be used:

1. Grievances must be submitted to the Section 504 Coordinator, or his designee, within 30 calendar days of the date the person filing the grievance becomes aware of the alleged discriminatory action. (Special circumstances warranting later filings will be considered on a case-by-case basis.) A grievant may contact the Vice President for Enrollment Management if he or she feels he or she cannot contact the Section 504 Coordinator, who will designate an appropriate person to fulfill the Section 504 Coordinator's responsibilities under this policy.
2. A grievance must be in writing and must contain the name, address and other contact information of the grievant, describe the problem or alleged action alleged to be discriminatory in sufficient detail to inform the Section 504 Coordinator of the nature and date of the alleged violation and permit an adequate investigation to be conducted, include the names of University employees or students involved and state the remedy or relief sought.
3. The Section 504 Coordinator (or his or her designee) shall conduct an investigation of the grievance. The investigation may be informal, but it will:

- a. be impartial and thorough; Disability Grievance Procedures Page 2 of 4 As of: 9/8/2020
 - b. permit the grievant and his or her representative, and in the case of students, his or her parents, to examine relevant records maintained by the University and participate in the process;
 - c. afford the grievant an opportunity to present witnesses and evidence;
 - d. afford all other interested persons an opportunity to submit evidence relevant to the grievance;
 - e. remain confidential except to the extent necessary to conduct a review of the facts and to the extent authorized by law.
4. The University will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.
5. The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing, unless further time is necessary to investigate thoroughly the grievance due to unusual circumstances or the grievant agrees to a continuance. The decision will contain a summary of the grievance and the proceedings to date, a determination as to the validity of the grievance and a description of the resolution, if applicable. A copy will be provided to the grievant and the accused.
6. The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the President of the University within 15 days of receiving the Section 504 Coordinator's decision. In the appeal notice the grievant may, but is not required to, explain his or her objections to the Section 504 Coordinator's decision. The President of the University or her or his designee will consider those objections, review the record and the Section 504 Coordinator's decision and conduct further investigation if warranted. The President of the University shall issue a written decision in response to the appeal no later than 30 days after its filing, unless further time is necessary to thoroughly investigate the appeal due to unusual circumstances or the grievant agrees to a continuance. A copy will be provided to the grievant.
7. The Section 504 Coordinator will maintain the files and records relating to such grievances and decisions.
8. The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Health and Human Services, Office for Civil Rights, the Pennsylvania Human Relations Commission, or any other federal, state or local government agency charged with investigating such complaints.
9. These rules will be construed to protect the substantive rights of interested persons, meet appropriate due process standards and ensure that the

University complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and their implementing regulations.

Questions about this policy or the procedures described above should be directed to the Section 504 Coordinator, Dr. Yerodin Lucas, Interim Director of Equity and Inclusion | Title IX Coordinator.

The full policy can be found on Marywood's website here:
marywood.edu/policy/doc/Disability-Grievance-Procedures.pdf