



**MOLLOY
UNIVERSITY**

Department of Social Work

Student Handbook

2026 - 2027

Explore...

Learn about a
value centered
profession

Engage...

Demonstrate
Social Work ethical
practice skills

Empower...

Advocate for diverse
populations on behalf
of social issues

Department of Social Work





**MOLLOY
UNIVERSITY**
Department of Social Work

Welcome!

As a student enrolled in undergraduate social work education at Molloy University, you have made a commitment to pursue an exciting profession. Social Work has been defined as, “the professional activity of helping individuals, groups or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal” (National Association of Social Workers). This is a broad statement so let me break down some of the important concepts:

professional activity – social work is a profession and the activities that social workers engage in are guided by values, ethics, theories, research, policy, and a context inclusive of various social, political, economic, and environmental factors;

helping individuals, groups, or communities – the client systems in social work practice are identified as individuals, families, groups, communities and organizations. So, when you hear about a social worker’s ‘client’ remember that it may not be just one person;

enhance or restore capacity for social functioning – think about what people need to function optimally in society; you will learn about what promotes this capacity and what threatens it;

creating societal conditions favorable to this goal – social workers are very concerned about social justice and advocating for improvements in our social institutions. You will learn about disparities and social inequities and how to become an agent of change within systems such as education, healthcare, and criminal justice.

So, are you ready? Keep in mind you will be challenged and stretched out of your comfort zone...embrace it! You are being prepared for a career where you will encounter lived experiences with vulnerability, brokenness, trauma, and dysfunction. You will also encounter narratives of resiliency, restoration, progress, and peace.

Be assured that the Department of Social Work is comprised of dedicated, hard-working, supportive individuals who look forward to bearing witness to your academic progress and professional development and so... it begins!

With all good wishes,

Dr. Lisa Zakiya Newland
Professor & Chairperson
Molloy University

Department of Social Work Contact Information

Learn more about the department members [here](#)

Faculty

All full-time faculty members hold a Ph.D. in either social work or social welfare and have worked in a variety of social work practice settings. The current full-time faculty members are:

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Any questions regarding scheduling, office hours (in-person and virtual), department sponsored activities, can be answered by contacting the department personnel at their number or email above.

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MOLLOY UNIVERSITY

DEPARTMENT OF SOCIAL WORK

About the Department

History of the Department

The baccalaureate social work program at Molloy University has been continuously accredited since 1978. We are proud and honored to announce that in June 2025 the Council on Social Work Education (CSWE) once again re-accredited our program for the full eight-year cycle, ending June 2033. This most recent CSWE approval and validation of the quality of our program reflects a cohesive, hard-working faculty and staff; an enthusiastic and committed student body; a faculty in college-wide and community-based leadership positions; and a well-developed partnership with the Fordham University Graduate School of Social Service.

In the fall of 1997 a new venture between two “sister” institutions, Fordham University Graduate School of Social Service in New York City, and Molloy University’s Department of Social Work began the Fordham University Graduate School of Social Service (FUGSS) and Molloy University Collaborative Program. In 2003, the program expanded to include a full two-year program whereby any eligible student could apply in accordance with FUGSS standards. The program now provides two options that offer flexibility and convenience to Long Island students. The traditional Fordham/Molloy on-campus class option continues to be popular and affords students the opportunity to be part of an urban university at Fordham's Lincoln Center Campus coupled with the convenience and sense of community at Molloy University. The new Long Island Hybrid Option (2014) offers the flexibility of online classes along with the traditional on-campus classes held at Molloy University. As of fall 2016 the partnership became “seamless” as all Molloy Social Work undergraduates with a GPA of 3.0 or higher will be seamlessly accepted to the Fordham/Molloy graduate program if they meet the program criteria.

Society is in constant flux, as are the ever-changing, diverse, multi-cultural communities and constituencies that social workers serve. The Molloy University Social Work program is committed to providing high-quality academic and professional social work education. Creative learning experiences, both in the classroom and in the field, are offered to students. As such, a new generation of social workers are being prepared to meet the increasingly complex needs of individuals, groups, families, communities, and organizations.

Mission Statements

Molloy University, an independent, Catholic university, rooted in the Dominican tradition of study, spirituality, service, and community is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.

(Molloy University Mission Statement)

At Molloy University, dedicated social work faculty create interactive, responsive, educational pathways that extend beyond traditional learning environments. The program promotes professional values and the application of theoretical, evidence-based knowledge and skills, fostering a comprehensive understanding of the complex dynamics that contribute to human well-being. Through transformative education, students are equipped to address social issues at the local, regional, and global levels for historically marginalized populations. In partnership with diverse client systems, they serve as advocates and advance equity, inclusion and belonging.

The social work program cultivates generalist practitioners to serve as change agents and actively challenge social, racial, economic, and environmental injustice.

(Department of Social Work Mission Statement)

Program Goals

The Department of Social Work's program goals are derived from the mission statement. They specify the intentions of the program to prepare practitioners to:

1. *Demonstrate the development of a professional self, capable of thinking critically, solving problems, and using ethical standards and self-awareness to guide their practice.*
2. *Demonstrate the increased capacity to be more politically knowledgeable, culturally competent, and macro-minded professionals, able to incorporate a social action-orientation as part of their full range of capabilities as generalist practitioners.*
3. *Demonstrate a competent practice orientation, displaying professional written and oral communication skills, an ability to collaborate in practice, and an ability to work effectively both independently and as part of a team.*
4. *Demonstrate competence as a generalist practitioner, promoting social and human well-being by utilizing a range of assessment, engagement, intervention and evaluation methods in practice with all client systems.*

The goals of the program highlight the importance of developing generalist practitioners who can think critically, engage their community and client systems, advocate for social justice, practice professionalism, and develop their micro, mezzo and macro practice skills.

CSWE Competencies and Practice Behaviors

Bachelor in Social Work (BSW) students are prepared for generalist practice through classroom instruction and field education learning opportunities where they are able to apply and demonstrate the core competencies. Students are consistently provided with the knowledge, values, skills and cognitive and affective processes that allow our program to evaluate their competency development and achievement. The Council on Social Work Education's nine competencies and their accompanying behaviors are listed below. These behaviors represent observable components of the competencies (*Council on Social Work Education, Educational Policy and Accreditation Standards, 2022*).

2022 EPAS Educational Policy and Accreditation Standards

Competency #1: Demonstrate ethical and professional behavior

- a) 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;
- b) Demonstrate professional behavior, appearance; and oral, written, and electronic communication;
- c) Use technology ethically and appropriately to facilitate practice outcomes; and
- d) Use supervision and consultation to guide professional judgment and behavior.

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- a) Advocate for human rights at the individual, family, group, organizational, and community levels; and
- b) Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- a) Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b) Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency #4: Engage in Practice-Informed Research and Research-Informed Practice

- a) Apply research findings to inform and improve practice, policy, and programs; and
- b) Identify ethical, culturally informed, anti-racist and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency #5: Engage in Policy Practice

- a) Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of an access to social services; and
- b) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

- a) Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b) Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

- a) Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b) Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and communities

- a) Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b) Incorporate culturally responsive methods to negotiate, mediate, and advocate with an on behalf of clients and constituencies.

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

- a) Select and use culturally responsive methods for evaluation of outcomes; and
- b) Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Taken from CSWE's Educational Policy and Accreditation Standards 2022

Social Work Program

Molloy University Department of Social Work provides students with the knowledge, skills and values to acquire an undergraduate degree in social work. Students are prepared for entry level employment in various fields of human service, and admission to a graduate program in social work.

The Molloy University Catalog is the primary source of information about the academic program requirements needed to complete your degree. Keep it handy and consult it often. You bear full responsibility to see that you meet all requirements for graduation. Your faculty advisor will help with planning or questions but is not responsible to ensure you have met all the criteria for your degree. You can keep track of your progress toward degree completion by reviewing the course needs report in the online Lion's Den system.

There are times for all of us when our circumstances change. If you find that you need to change your plan of study, be sure to consult your faculty advisor immediately. Your advisor will help you make the adjustments needed to meet the requirements for degree completion.

Admission Requirements

Students interested in preparing for a career in Social Work should consult with a Social Work faculty advisor. Students must apply and be accepted into the program prior to junior year. To gain admission to the program, students must meet the following criteria:

- A student must have an overall 2.7 cumulative index prior to admittance into the Social Work Program.
- Students who do not meet this requirement may be evaluated for a probationary admission status or referred to Interdisciplinary Studies as an alternate pathway to a career in Human Services.
- Students must complete the program essay and submit it to the Administrative Coordinator in the Department of Social Work prior to admission into the Social Work Program.
- There may be an additional requirement of an interview with the Program Director.

Additional Program Requirements

- Completion of General Education, Major and Related requirements.
- Social Work majors must maintain an overall index of 2.7.
- A student must have an overall 2.7 Cumulative Index to begin field education in the senior year.
- Students' professional development is monitored for alignment with the program's professional dispositions (see Appendix i)

Social Work Program Admission

Evaluation of Applications - The Baccalaureate Program Director reviews all admissions materials inclusive of applications to the University, transcripts and responses to the program's

two essay questions. The essays are evaluated for evidence of critical thinking, awareness of social issues and writing skills.

Student Applicants Social Work Program

Students seeking admission to the Social Work Program may be first-year, change of major or transfer students.

First Year Students

Students who select social work as their major upon admission to Molloy as freshman are assigned to a social work faculty member as an advisor. Students can submit their application and essay at the end of their first year or no later than the end of the second year.

Change of Major Students

Students seeking to change their major to social work should seek guidance from a social work faculty member or BPD. Using the Lion's Den platform, students must submit a change of major request. The Office of the Registrar contacts the BPD after the request is submitted, who in turn reviews the students transcript to determine if the minimum GPA requirement is met. If so, the student is sent the Program's application and essay. If the GPA requirement is not met, the student may be eligible for probationary admission or referred to an alternate pathway for degree completion at Molloy.

Transfer Students

Students applying as transfer students apply through the Office of Admissions. The BPD reviews all materials and determines the admission type based on the Program's requirements.

Admission Types

Applicants receive one of three admission types, admitted, probationary admission or not admitted.

Admitted Status

Students meeting all of the program's criteria for admission are fully admitted to the program without any additional requirements.

Probationary Admission

When there are concerns about a student's ability to perform academically, the outcome may result in a probationary admission status. This admission decision may require the student to receive support from University resources such as the Writing Center. Students attend two mandatory meetings, one at mid-semester and one at the end of the semester, with the Baccalaureate Program Director. The purpose of the meetings is to review academic progress and discuss if additional strategies are needed to ensure student success. If additional review meetings are needed, the student may be referred to the Student Review Committee.

Not Admitted

When it is determined that a student has not meet criteria for admission to the Social Work Program, they are referred to alternate educational pathways for degree completion at Molloy. This may include the Interdisciplinary Studies major where they may select social work as one of two concentrations toward an undergraduate degree.

Notification of Admission

The Baccalaureate Program Director (BPD) approves all aspects of student admissions. In the case of students seeking to transfer to Molloy from another institution, students apply through the University's centralized system. The BPD receives application materials and advises the Office of Admissions of all admission decisions. In turn, the Office of Admissions notifies applicants of their admission status via email and postal mail.

Student Applicants – Interdisciplinary Studies Major – Social Work Concentration

Students may consider majoring in Interdisciplinary Studies as a pathway to a career in the field of human services. Consultation with the Social Work Department is required to explore career options and the selection of courses for this concentration.

Those who choose a Social Work concentration must take a minimum of 18 SWK credits. Courses in related academic disciplines, with the Chairperson's approval, may substitute for up to 9 credits of SWK courses. Interdisciplinary Studies majors may not enroll in the Field Seminar or Capstone courses: SWK 4601, SWK4611, SWK 4900, SWK 4920.

Interdisciplinary Studies majors must meet with advisors from both concentrations and the Chairperson of Interdisciplinary Studies to select classes each semester. This ensures that all course requirements are met.

Interdisciplinary Studies majors are not eligible for advanced standing status for graduate social work education.

Grading Policy

- Students may not earn more than two grades of ‘C’ in Social Work courses
- Students may repeat a Social Work course (SWK) with a grade of “C-” or less, one time only per course; a maximum of 2 social work (SWK) courses can be repeated (only once per course) while in the social work program.
- Students who earn a third grade of ‘C’ or lower in SWK courses, will be dismissed from the program.
- Students may withdraw from the same Social Work course no more than one time and no more than two withdrawals from SWK courses, are permitted in the program.

GRADE POLICY	REQUIREMENT	COMMENTS
2.7 GPA	Overall	If this requirement is not met, consideration is given for a probationary acceptance OR a student may not be admitted to program OR Dismissal from program
C	No more than 2 accepted	When requirements are not met, the outcome is dismissal from the program
C- or below	-Must repeat (permitted to repeat any course 1x only) -Max 2 SWK courses throughout program	
W	-No more than 2 accepted -Must repeat course	
WF	-Must repeat course (permitted to repeat any course 1 x only) -Max of 2 SWK courses throughout the program	

Student Evaluation Standards

Evaluation of academic performance in every course including field education is made explicit in each course syllabus. Criteria involve successful completion of course objectives as measured by a variety of assignments such as exams, papers, oral presentations, in-class and asynchronous learning activities. The *Field Education Manual* provides explicit criteria for designing, monitoring, and evaluating student achievement in field education. Criteria for all course evaluations reflect the knowledge, skill, and value base of the social work profession. Consequently, satisfactory progress in course work is a likely valid indicator that a student is adopting the attitude, skills and knowledge necessary for social work practice, thus achieving the goals and objectives of the Program.

Classroom Participation & Grading Rubrics

The learning environment, whether in-person classes or online activities, represents an essential component of social work education. Engagement with learning activities such as lectures, small group work, and online discussion boards, present opportunities for students to acquire knowledge and develop skills. Faculty observe and evaluate student engagement with the total learning environment, which includes students' presence and involvement. Classroom participation is assessed twice per semester (mid-semester and end of semester) using the rubric below and the 2 scores are averaged to determine the final class participation grade.

Classroom Participation Rubric 100 points

1. Student attends class regularly (25 pts)
2. Student presents with awareness and engagement (25 pts)
3. Student participates in the learning activities presented (25 pts)
4. Student demonstrates knowledge of course content (25 pts)

For hybrid and fully online courses, asynchronous participation is evaluated weekly. Asynchronous assignments will be graded by the rubric that corresponds with the online learning activity.

Asynchronous Participation Rubric I

1. All aspects of the assignment are addressed (2 pts)
2. Conceptualization of key concepts (2 pts)
3. Demonstration of critical thinking (2 pts)
4. Demonstration of self-reflection/self-awareness (2 pts)
5. Evidence of reading (2 pts)

Asynchronous Participation Rubric II

1. All aspects of the assignment are addressed (3 pts)
2. Conceptualization of key concepts (3 pts)
3. Demonstration of critical thinking (2 pts)
4. Evidence of reading (2 pts)

Rubrics for course assignments are located in Canvas. It is strongly recommended that students review these prior to assignment due dates to assure understanding and alignment with assignment expectations. Students are encouraged to speak with their faculty if there is a need to clarify an assignment.

Asynchronous assignments will be graded by the rubric or status that corresponds with the online learning activity.

GRADING CRITERIA

A	=	93.0 -100
A-	=	90.0 - 92.9
B+	=	87.0 - 89.9
B	=	83.0 - 86.9
B-	=	80.0 - 82.9

C+	=	77.0 - 79.9
C	=	73.0 - 76.9
C-	=	70.0 - 72.9
D+	=	67.0 - 69.9
D	=	60.0 - 66.9
F	=	below 60

ASSIGNMENT DEADLINES

Punctual attendance in class and remaining current with assigned readings is expected. Students should prepare the readings in advance of each class, re-read difficult sections, and keep personal notes and ask questions they may have.

Students must adhere to the guidelines provided in their course syllabi. Please note the following:

- ALL written assignments are due as indicated on the course syllabus.
- All requests for extensions must be discussed in advance of the due date with approval provided by the professor.
- Individual appointments to go over material or discuss any difficulties must be made at least one week prior to the due date for assignments.

Regarding late assignments:

- *Every day*, a ½ grade is deducted from the highest possible grade. For example, if an assignment is due on Monday and the student submits it on a Tuesday, the highest possible grade would be A-. If it is submitted on a Wednesday, the highest possible grade is B+. If it is submitted on a Thursday, the highest possible grade is B. If it is submitted on a Friday, the highest possible grade is B-. If it is submitted on a Saturday, the highest possible grade is C+ and if it is submitted on a Sunday, the highest possible grade is C-.
- No assignments will be accepted beyond *one week* of the original due date, resulting in the grade of '0' for the missed assignment.

ASYNCHRONOUS WORK

All asynchronous work is due by Friday at 11:00 PM (ET) as indicated on the course syllabus.

Student Use of Generative Artificial Intelligence (AI)

Background and Disclosure

In order to adhere to standards of academic and professional integrity, the Department of Social Work has adopted guidance for students' use of artificial intelligence. Course syllabi and the *Social Work Student Handbook* contain the Department's Statement on Use of Generative Artificial Intelligence (AI). ChatGPT (OpenAI, 2025) was used to provide the statements listed below as examples. If further clarification is needed, please speak with your professors.

Use of Generative Artificial Intelligence (AI)

The Department of Social Work acknowledges advancements made in technology and the use of generative artificial intelligence tools. The Molloy University Undergraduate Catalog, cites the following statement in the section that outlines Molloy's Honor Pledge and Academic Honesty;

Artificial Intelligence is a form of Plagiarism - There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, Bard, and others. These tools will help shape the future of work, research, and technology, but when used in the wrong way, they can stand in conflict with academic integrity guidelines at Molloy University.

The honor pledge further states:

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Some faculty may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual faculty, and then only in the ways allowed by the faculty.

To provide clarity and support student success, the Department of Social Work has developed the following guidelines regarding students' use of artificial intelligence (AI) tools in course assignments:

All students are expected to follow the values and ethical standards communicated in the National Association of Social Workers (NASW) Code of Ethics, the Molloy University Student Handbook, and the Department of Social Work Student Handbook. These documents communicate expectations for ethical, professional, and academic behavior.

- Any use of generative AI must be acknowledged and appropriately referenced.
- If an AI tool is used to assist with idea development or the preparation of a course assignment, the student MUST include the following information at the end of the assignment's References page:
 - The name of the AI tool used, such as ChatGPT or Microsoft Copilot.

- A brief statement explaining how the AI tool was used in developing the assignment.
- A list of the specific prompts used.
- The date or dates on which the AI tool was used.

Examples of Student Statements on AI Use

Brainstorming & Idea Development

“I used ChatGPT (OpenAI, 2025) to generate a list of possible research questions related to adolescent social media use. I selected one of these questions and refined it further through my own research.”

Clarifying Complex Concepts

“I asked ChatGPT (OpenAI, 2025) to explain systems theory in simple terms so I could better understand the framework before applying it to my case study. I did not use AI-generated text directly in my paper, but it informed my understanding.”

Citation Assistance

“I used ChatGPT (OpenAI, 2025) to help format my reference list in APA style. I double-checked each citation against the APA 7th manual.”

Ways to Incorporate AI Use Statements in an Assignment

At the end of the paper (Author’s Note):

“Author’s Note: I used ChatGPT (OpenAI, 2025) to brainstorm topics and refine the structure of my introduction. All analysis, argumentation, and final writing are my own.”

In methodology/reflection sections (for research or process papers):

“To support my learning process, I used ChatGPT as a study aid for summarizing initial concepts. No AI-generated text was copied into the final submission.

ATTENDANCE

The Department of Social Work has established attendance policies which vary by instructional modality, as follows:

In-person Classes

Failure to attend class will be counted as an absence. A total of four (4) or more absences may result in failing the class. Failure to attend class for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course.

NOTE: Under no circumstances will students be given permission to attend an in-person class through a technology platform such as Zoom, FaceTime or Google Meet. While every effort should be made to attend classes, it is understood that students may need to use their judgement and not attend an in-person class due to health or other reasons.

Hybrid Classes

Failure to attend an in-person class and/or complete your weekly asynchronous learning assignment will be counted as an absence. A total of four (4) or more absences may result in failing the class. Failure to attend class for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course.

Online Asynchronous Classes

Levels of consistent engagement contribute to an enriching learning environment. Therefore, engagement with online learning activities is evaluated on a weekly basis. Over the course of the semester, students are expected to complete assigned work, respond to course content and content from peers, as identified in weekly modules. Failure to demonstrate engagement with online learning activities for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course.

Lateness Policy

Students are expected to attend classes regularly and timely to maximize their learning. Attending an in-person class late (*10 minutes or more*) will be monitored and three (3) such latenesses will be calculated as one (1) absence. A total of four (4) or more absences may result in failing the class. Attendance is taken in Canvas, students are encouraged to monitor their lateness and absenteeism and make corrective actions, if needed.

Religious Holidays

The University is committed to ensuring that all students have the right to pursue their education while practicing their faith. Students are expected to notify their professor in advance of an intention to miss class for religious observance. They can discuss makeup work with their faculty.

Policy Statement – Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) protects students who are differently abled from discrimination by academic and professional programs in higher education. A student with a disability who is qualified for an academic or professional educational program cannot be denied admission to a program based solely on a student's disability.

The social work program at Molloy University is academic and preparatory and we recognize the importance of accommodation as an important component of equity and inclusion for all members of the community. Not only is this consistent with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, it also reflects the spirit of our profession's code of ethics.

Students with different abilities who believe that they will benefit from accommodations are encouraged to contact the Center for Access and Disability, Casey 011 at **(516) 323-3315** or by email, access@molloy.edu so that appropriate accommodations can be implemented.

Transfer Students

All students transferring to Molloy University with an interest in Social Work must contact the Office of Admissions first and be accepted by the University. The credits earned at other academic institutions are accepted toward the baccalaureate degree in accordance with the admissions policy.

For students with earned BS/BA degrees, the University will accept up to 98 transfer credits. Upon acceptance into the Social Work Program, these students are required to complete all the requirements of the Bachelor of Social Work degree.

Life/Professional Experience Credits

“While life experience (experiential learning) credit may be granted for General Education Courses in accordance with the University policy, it is not available for required or elective Social Work courses. This policy is in accordance with the policies of the Council on Social Work Education” (CSWE.org)

Advanced Standing for Graduate Studies

BSW graduates of the Molloy University Department of Social Work with a GPA of 3.0 or higher may apply for Advanced Standing Status at an accredited graduate school of social work. If granted, the foundation year is waived based on the BSW curriculum and students complete one year of full-time graduate study. Many graduate schools have plans of study for part-time status, if needed.

Fordham University Graduate School of Social Service at Molloy University Program

Molloy University offers a collaborative program with Fordham University's Graduate School of Social Service to earn a Master of Social Work Degree (MSW Degree granted by Fordham University). The Fordham/Molloy Graduate Social Work Program includes Advanced Standing models of study that are flexible and allow for full or part-time study with the option of day, evening, weekend, and online classes.

Students who are in good standing in the Molloy BSW program and who maintained a minimum GPA of 3.0, will be seamlessly admitted to the Fordham/Molloy Graduate Social Work program.

This program offers on-campus courses at the Molloy campus and Fordham Manhattan campus or the Hybrid option offers courses at the Molloy campus and in the online program. The Advanced Standing program can be completed in one full-time year or there are part-time options. The MSW degree is granted by Fordham University.

Five-Year Seamless Molloy BSW/Fordham MSW Option

Criteria for those Molloy BSW students wishing to pursue the Fordham Advanced Standing MSW degree:

- ☐ Indicate interest in the Five-Year Seamless Option during their acceptance into the Molloy BSW program (Three-Year Seamless for transfer students.)
- ☐ Minimum cumulative 3.0 GPA in Molloy Social Work courses
- ☐ Submit unofficial Molloy transcript when fall grades post
- ☐ One letter of recommendation from Social Work faculty (not adjunct)
- ☐ Mid-year field evaluation
- ☐ Resume

***** Submit the Fordham GSS online application by February 1st of senior year**

The following must be submitted upon graduation types of applicants must submit and adhere to additional requirements:

- ☐ **Final Field Work Evaluation**
- ☐ **Final Official Transcript (with BSW degree conferral)**

If these requirements are met, the Fordham University application fee and personal statement will be waived.

Molloy BSW students must maintain a GPA of 3.0 and are responsible for submitting their final official transcript and final field evaluation upon graduation from Molloy University to Fordham University GSS Admissions Office. Acceptance is contingent upon successful completion of the BSW degree with a minimum of a 3.0 GPA in social work courses. Notification of acceptance to

the Fordham Advanced Standing program will be made to students through Fordham's online application system. **Enrollment deposit must be submitted to Fordham's Admissions Office within two weeks of notification of acceptance.**

Social Work B.S.W Traditional 8-Semester Plan of Study

FRESHMAN			
Fall		Spring	
FST 1010	1 credit	BIO 1100	3 credits
SOC 1010	3 credits	Eng 1100 College Comp - Gen Ed	3 credits
PSY 1110	3 credits	General Education Requirements	9 credits
General Education Requirements	9 credits	Social Work Elective (Careers)	1 credit
Total Credits	16	Total Credits	16
SOPHOMORE			
Fall		Spring	
MAT 1150	3 credits	General Ed Requirements or Electives or Minor requirements	3 credits
General Education Requirements	9 credits	General Ed Requirements - Theology and Ethics	6 credits
SWK 2000 Intro to Social Work	3 credits	SWK 2500 Diversity	3 credits
PED	1 credit	General Ed/Elective Course	3 credits
		Social Work Elective	1 credits
Total Credits	16	Total Credits	16
JUNIOR			
Fall		Spring	
SWK 3400 Policy & Advocacy	3 credits	SWK 3440 HB Across the Lifespan	3 credits
SWK 3430 HB - Theory	3 credits	SWK 3720 Practice w/Groups & Families	3 credits
SWK 3510 Practice w/Indiv,	3 credits	SWK 3600 Research	3 credits
SWK 3730 (SWK 4520) Practice w/Comm. & Org.	3 credits	Core	4 credits
Elective/Minor	3 credits	Elective/Minor	3 credits
Total Credits	15	Total Credits	16
SENIOR			
Fall		Spring	
Skills Lab	3 credits	Elective Credits/Minor Credits	5 credits
SWK 4601 Field I	5 credits	SWK 4611 Field II	5 credits
SWK 4900 Capstone I	3 credits	SWK 4920 Capstone II	3 credits
Social Work Elective	1 credit		
Total Credits	12	Total Credits	13
As of 3/26/2025		Total Credits to Graduate	120 Credits

Breakdown of Credits:

Gen Ed Required credits = 32

Related requirements = 12

Total = 120

Major Required credits = 49

Electives Required credits = 27

Additional Guidance

Individualized plans of study are prepared for students when they meet with the Baccalaureate Program Director upon admission to the Social Work Program. This should be used in subsequent advisement meetings to ensure compliance with degree requirements. If adjustments are needed, students must communicate with their faculty advisors.

Students should review unofficial transcripts and degree audits in Lion's Den and Stellic.

Graduating seniors should contact The Hub to request a graduation audit in the fall semester, this provides additional review of degree requirements.

Plan of Study for Full-time Transfer Students with AA Degree

Calculated based on transferring
in 64 Credits

JUNIOR			
Fall		Spring	
SWK 3400 Policy & Advocacy	3 credits	SWK 3440 HB Across the Lifespan	3 credits
SWK 2000 Intro	3 credits	SWK 3720 Practice w/Groups & Families	3 credits
SWK 3430 HB - Theory	3 credits	SWK 2500 Diversity	3 credits
		Ethics	3 credits
SWK 3510 Practice w/ Indv.	3 credits	SWK 3600 Research	3 credits
SWK 3730 Practice w/Comm & Org.	3 credits		
Total Credits	15	Total Credits	15

SENIOR			
Fall		Spring	
SWK 3740 Skills Lab	3 credits	Theology	3 credits
SWK 4601 Field I	5 credits	SWK 4611 Field II	5 credits
SWK 4900 Capstone I	3 credits	SWK 4920 Capstone II	3 credits
Social Work Electives	2 credits	Social Work Elective	2 credits
Total Credits	13	Total Credits	13
As of 3/26/2025			
		Total Credits to Graduate	120 Credits

Breakdown of Credits:

Gen Ed Required credits = 32

Major Required credits = 49

Related requirements = 12

Electives Required credits = 27

Total = 120

ACADEMIC AND PROFESSIONAL ADVISEMENT

Every student at Molloy University is assigned a full-time faculty member as their academic advisor. Whether you are a part-time or full-time student, it is a shared responsibility for student and academic faculty advisor to utilize the framework of your status sheet to track completed general education and social work requirements, as well as accumulated credit hours.

At a minimum, it is required for students to meet with their academic faculty advisors at least once each semester. During these meetings advisor and student typically review the student's academic work, discuss areas of challenge and strength, field education interests and progress, graduation requirements, scholarships as well as employment and career opportunities.

Academic advisors are an important support system to help with any academic or professional student needs. Advisors assist with planning course schedules and course registration as well as provide referrals for academic support such as writing and subject matter tutoring. Academic advisors also review any concerns highlighted through midsemester reviews or Beacon and any follow-ups from Student Review meetings. Faculty advisors are also available for professional advising needs such as career planning, discussion of graduate school and other continuing education plans. Professional advising also includes evaluation of professional dispositions, exploration of professional practice interests, goals for employment and/or graduate education and provision of resources regarding the status of the profession. Students are strongly encouraged to maintain open communication with their faculty advisor on all academic and professional development matters while in the program.

Illness, life problems or stress may sometimes inhibit a student's ability to fully participate in educational experiences. Such life circumstances do not relieve students of their responsibility to ensure the acquisition of knowledge and skill development. From time-to-time life circumstances may require a student to repeat a course, to take a temporary leave of absence or delay the completion of their education. Students should seek guidance as needed if faced with a difficult circumstance that may impact the successful completion of this course. Students can seek guidance from their advisor, Department Chairperson and Office of Student Success and Assessment to determine the best course of action

HEALTH AND WELLNESS

Please visit the university websites for related information

[Student Health Services](#)
[Student Counseling Center \(SCC\)](#)

Student Academic/Professional Policy and Procedures

Social work education serves the function of assuring that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of the clients to quality service requires that graduates from accredited BSW programs be prepared to deliver Social Work services in a professional manner. Evaluation of academic and professional development occurs throughout the program (see Appendix ii: Processes to Support Student Success, page 37). At times it becomes necessary to reassess a student's motivation and suitability for a career in social work. Therefore, professional characteristics have been identified in the Molloy University Department of Social Work as "*professional dispositions*" (see Appendix i: Evaluation of Professional Dispositions, page 36). In response to the need to evaluate and address concerns regarding Student Academic/Professional competencies, the following policy and procedure criteria have been established:

Policies

1. Adequate Academic Performance: Program requirements for social work majors are listed as follows:
 - Students may not earn more than two grades of 'C' in Social Work courses
 - Students may repeat a Social Work course (SWK) with a grade of "C-" or less, one time only per course; a maximum of 2 social work (SWK) courses can be repeated (only once per course) while in the social work program.
 - Students who earn a third grade of 'C' or lower in SWK courses, will be dismissed from the program.
 - Students may withdraw from the same Social Work course no more than **one time** and **no more than two** withdrawals from SWK courses, are permitted in the program.
2. Adaptation to the Goals of the Social Work Program: A student may demonstrate through behavior and attitudes expressed in the classroom, little or no commitment to the Social Work profession. Prejudices, judgmental attitudes and limited capacity for self-awareness may present themselves, which require the student to focus on further development of self-awareness and professionalism. A student who continues to reject social work values or does not comply with the NASW Code of Ethics (Appendix iii: NASW Code of Ethics, page 38) may be subject to dismissal from the social work program.
3. Adequate Interpersonal Relationship Skills: The ability to establish and maintain positive interpersonal relationships is critical to professional practice. The Profession requires the ability to relate to others non-judgmentally, with empathy, acceptance and genuineness. A student who consistently demonstrates inadequate interpersonal relationship skills may be subject to dismissal from the social work program.
4. Personal Challenges: A student may have personal challenges that are so overwhelming that they prevent the development of self-awareness and skills necessary for social work practice; the student will be referred for appropriate support. If a student continues to demonstrate ongoing issues with any professional disposition which prevent professional development, the student may be subject to dismissal from the social work program.

5. Violation of Ethical Standards: The Department of Social Work is dedicated to the ideals of truth, integrity and academic excellence. As such, every social work major shares in the responsibility for protecting the integrity of the profession and the institution (see University
6. Molloy University Academic Integrity Policy and Appendix v: Any student in violation of the Molloy University Academic Integrity Policy will be referred for academic review as per the policy which may include a referral to the Dean of Student Success and Assessment and possible dismissal from the program.

Grievance Policy

The program values the importance of clear communication about the expectations of professional social workers. The program assures that adequate opportunities are offered to students to ask questions or gain clarification about anything they may be unclear about regarding performance expectations. Opportunities to discuss academic and professional expectations are offered to students in their initial contact with the BPD and throughout the program with their faculty advisors as well as individual professors.

If students are unable to demonstrate adequate academic or professional performance (as outlined above), they are referred to either an informal meeting with faculty or a formal Student Review Committee Meeting (see below). Decisions of the Student Review Committee, regarding a student's status in the program, are considered final.

Students wishing to appeal a course grade, or a Student Review Committee decision are referred to the Dean of Student Success and Assessment. Grade appeals are addressed at the University-wide level.

Social Work Student Academic/Professional Review

In situations where serious student academic and/or professional development challenges have been raised, students are referred for a Department of Social Work Student Review. This can be a remedial process to give students an opportunity to develop necessary skills or can result in dismissal from the program.

Procedures

1. Students who have been identified by faculty as not meeting academic or professional requirements are referred to the Baccalaureate Program Director (BPD) for a student review.
2. The BPD establishes a Social Work Student Review Committee consisting of the BPD or Chairperson, and one or two faculty members (one of whom is the student's advisor).
3. E-Mail correspondence or a certified letter is sent to the student who is advised of the fact that she/he is being referred to the committee. Correspondence will also provide the date, time and location of the meeting, purpose of the committee and meeting, possible recommendations and actions that may occur because of the meeting.
4. The student shall appear before the committee to present their perspective of the situation and to be advised of specific concerns about the students' ability to meet program

requirements. The committee will thoroughly review all information presented by the student.

5. The Committee then makes one of the following recommendations:
 - a. Permit the student to continue in the program under specified conditions that must be met within a stated time.
 - b. Counsel the student out of the program with a recommendation for an alternate educational pathway.
6. The student will be notified in writing of the committee's decision, including required recommendations and corrective actions.

Please note that the decision of the Student Review Committee is final.

Statement on Student Voice

The Social Work Program desires to offer an inclusive student-centered approach in its operations while upholding academic rigor and professional gatekeeping. Student voice encompasses communication that shares feedback in an open, honest and professional manner. The program promotes student voice through the following engagements and opportunities during the academic year:

- Discussions with student representatives in preparation for their meeting with faculty which occurs at least once a semester
- Academic and Professional Advisement
- Meetings with Faculty
- Professional Disposition checkpoint meetings (language)
- Course Evaluations
- Evaluations of Field Education (Senior Year)
- Exit Interviews (Senior Year)

Students learn to be change agents for individuals, families, groups, communities and organizations by acquiring knowledge and skills associated with generalist social work practice. The Social Work Program encourages all students to apply their beginning skills of advocacy to their roles as BSW students to ensure that Social Work at Molloy remains responsive to student voice.

Requirements to Enter Field Education

Field Education is an essential part of the Social Work Program. It provides important experiential learning, which enables students to integrate theory and practice. It takes place in a human service organization that works closely with our Program to meet the needs of the individual student. A Field Education Manual will be available online to every student at the beginning of their field education year. Students should become familiar with the contents of the Manual and review it for guidance in Field Education.

Professional Membership and Liability Insurance

It is recommended that students affiliate with a professional social work organization prior to beginning Field Education. See *Manual for Field Education* for specific details.

Field Education assignments require a minimum grade point average of 2.7 and completion of the following courses:

SWK 2000	Introduction to the Profession of Social Work
SWK 3400	Social Welfare Policy & Advocacy
SWK 3510	Generalist Practice with Individuals
SWK 3430	Human Behavior in the Social Environment: Theory
SWK 3440	Human Behavior in the Social Environment: Lifespan
SWK 3720	Generalist Practice with Groups and Families
SWK 3730	Generalist Practice with Communities and Organizations

Field Placement Process

1. In the Spring semester of the Junior year, faculty evaluate students to determine their appropriateness for field education. This occurs during the Field Education Pre-Placement Faculty Review. Academic performance and/or professional dispositions concerns are discussed during this review process.
2. Students who are not deemed eligible for field education are referred for a Student Review meeting to pursue other options for their undergraduate education.
3. Students who are deemed eligible for field education submit resumes and complete the Application for Field Education and Evaluation of Professional Dispositions (see Appendix i: Evaluation of Professional Dispositions).
4. An interview with the Director of Field Education is conducted to discuss feedback from the above-mentioned documents and processes. The interview also explains expectations for field education inclusive of scheduling requirements, populations and practice issues that are of interest to the student and issues related to the learning environments associated with field education.
5. Following the interview, the Director of Field Education recommends a field education site.
6. The student contacts the potential site to schedule an interview with the site supervisor or educational coordinator. Students are to prepare for the interview by researching the organization. It is also expected that students present themselves in a professional manner i.e., appropriate dress, updated professional resume, effective interviewing skills.

7. If the interview results in acceptance by the field education site, the placement is confirmed through the Director of Field Education.
8. If the interview results in concerns by the supervisor or student, the Director of Field Education will evaluate the need to pursue other options. These options may include additional meetings with the students to provide feedback or recommending another field education site.
9. Many field education sites have requirements which must be completed prior to beginning field education. Orientation, identification processing, background checks, immunizations and medical clearance are mandated by some settings. Students must ensure that they meet these requirements.

Basic Facts (see current Field Education Manual for further details and clarification):

1. Students are required to complete 400 hours (combined first and second Semester); 14 hours on average per week, with a week off during the Intersession and Spring breaks.
2. All students attend a weekly Social Work Field Seminar (SWK 4601 & SWK 4611)
3. Students MUST register for the same section of SWK 4601 and SWK 4611.
4. Students registered for Field Education are required to also register for:
5. First Semester – SWK 4900 Capstone, SWK 3740 Generalist Practice Skills Lab
6. Second Semester: SWK 4920 Capstone.
7. Field Instructor/Supervisors must have their MSW degree and completion of three years post MSW experience. The Seminar in Field Instruction (SIFI) is strongly preferred.
8. The Field Education Manual is posted online in September.
9. Two evaluations are required from the Field Supervisor, in December and May.
10. Field Seminar Instructor is the liaison to the Field Education site. Initial agency contacts are made at the beginning of the first semester and as needed in the second semester. Second semester agency contacts may be conducted virtually. Additional visits may be arranged as needed to address concerns by the student or supervisor.

Department Standards and Requirements for Graduation

Bachelor of Social Work Degree

The Bachelor of Social Work (BSW) degree requires all students to complete a minimum of 120 credits which include all required General Education courses (32 credits), all social work related requirement courses (12 credits) and all Social Work (SWK) required courses (49 credits). All students intending to graduate in the Spring semester must complete an application for graduation and pay the graduation fee by December 1st of their senior year. These materials are obtained by the student from the registrar several weeks prior to the December 1st due date. Students who will be within six credits of meeting their graduation requirements and have filed for August graduation (deadline April 1st) will be allowed to participate in May graduation ceremonies. They will not be eligible for honors. Any exceptions to these procedures must have the written approval of the Provost.

Students who plan to graduate in January (completion of all requirements in the Fall semester of senior year), will have to submit their graduation application by October 1st of the final semester.

The commencement ceremony is held in May at a designated location. If you plan to participate in the graduation ceremony, you will need to order cap and gown through student services by mid-February. Please note that for the Bachelor's degree, the university requires a minimum cumulative average of 2.00 and 120 credits completed. Students seeking the BSW degree must complete a minimum of 120 credit hours, with the last thirty credits as a matriculated student at Molloy.

To assist students in fulfilling these requirements, the following suggestions are offered:

1. Students should review their unofficial transcript and degree audit each semester which will highlight those requirements which have and have not been met.
2. During each semester's advisement, the student should utilize the semester plans to create a cumulative record of General Education and Departmental area courses completed. General Education requirements are detailed in the catalog. To ensure that credit requirements are met, cumulative earned credits should be regularly compared to the student's transcript. Students are also encouraged to obtain consultation through the Student Solution Center prior to applying for graduation.
3. As part of the process of moving from Junior to Senior status, a GPA of at least 2.7 must be maintained.

Student Leadership

Social Work Student Association Constitution

Mission Statement

The Social Work Student Association (SWSA) builds on both the Molloy University and Department of Social Work mission statements of: “providing a value-centered educational experience that seeks to enhance the intellectual, ethical, spiritual and social development of its students.” The Student Association is a forum for Social Work majors and others to deepen and enrich their educational experience through service to fellow students, the Department, University, and the Long Island community. The Student Association models the profession’s strong commitment to issues of social and economic justice and seeks to enhance the dignity and worth of all people.

Purpose of the Department of Social Work Student Association (SWSA)

- Develop “leadership skills through service”.
- Foster social action projects and fund-raising efforts to support and promote social and economic justice.
- Promote professional social work practice.
- Support Social Work Students and provide opportunities for students to connect and network.
- Produce a minimum of one fundraising event and one community event per semester.

Elections

Elections are held by private ballot at the end of Spring or beginning of Fall semesters. Students nominate themselves or other students for positions, and then the entire student body of the social work department votes on nominated candidates. Each position is to be held for one year.

The Executive Board

The Executive Board includes all Association officers, including student representatives, and is overseen by the Faculty Advisor who is designated by the Department Chairperson.

Officers and Responsibilities

Co-Presidents:

- Set dates for monthly meetings and communicate dates to students.
- Set an agenda for each meeting. Email agenda to advisor **at least two days before** the meeting. After it is approved, copy, and distribute in the meeting.
- Facilitate club meetings.
- Attend mandatory President's meetings (Student Affairs)
- Communicate information from student affairs to advisor and board members.
- Coordinate association work with advisor.
- Submit all monthly reports on a timely basis to student affairs.
- Encourage club to participate in "incentive" events.
- Plan and facilitate all association activities.
- Contact Coordinator of Campus Life to reserve tables for bake sales, or room space for events.
- Keep the Association binder up to date with all appropriate information.

Secretary:

- Take minutes at all meetings.
- Find a replacement to take minutes if you cannot make the meeting.
- Email minutes to advisor **within 1 week** of meeting for approval.
- Revise minutes with all edits and email to student body after approval.
- Distribute minutes of previous meetings at each association meeting.
- Give minutes to Office of Student Affairs
- Post minutes on social work club bulletin board.
- Send around attendance list at each meeting and file in binder.
- Send emails to the social work student body as needed/requested by advisor or club presidents.

Treasurer:

- Keep up to date and accurate financial records of the association.
- Submit association budget proposal for following academic year to Office of Student Affairs
- Deposit all money raised by association to the Office of Student Affairs
- Attend Student Government Treasurer Meetings
- Fill out check requisitions for all Association needs.
 - o Must be signed by treasurer and advisor.
 - o Must use original receipts.
 - o Keep copies of all receipts and check requests in binder
- Give treasurer reports at each meeting with up-to-date budget information.

Public Relations Coordinator:

- Develop all flyers for association activities.
- Have advisor approve flyer first and then get Student Association stamp of approval.
- Post flyers all over campus (or enlist others to help with this)
- File copies of all flyers in Association binder
- Keep the bulletin board in front of the office, and in Kellenberg up to date!
- Post upcoming meeting dates on bulletin boards.

- Take pictures at events when possible or ask others to do so.
- Post pictures of events on bulletin boards
- Contact Office of Student Affairs to put up power point slides on TV screens.

Student Representative:

There will be at least one senior representative and at least one designated representative to represent the junior, sophomore, and freshmen students of the program. The duties of these representatives shall be to facilitate communication among Social Work students and the faculty of the Department of Social Work.

Solicit feedback from fellow students regarding any concerns or feedback about the overall program and communicate feedback professionally to faculty in scheduled department meetings.

- Attend department meetings as requested by the faculty (usually once a semester).
 - o Come to meetings prepared with specific feedback for the faculty. E-mail BPD or Faculty Advisor a copy of agenda items prior to the meeting.
 - o Be sure feedback is not just from one student but is truly representative of a broader student point of view.
 - o Refrain from discussing concerns about individual instructors or courses, concerns should be regarding the programs (Individual concerns should be addressed to individual instructors).
- Attend other academic/student government meetings as requested when social work student representation is required.
- If unable to attend a meeting, let the faculty moderator know ASAP and arrange for a replacement to attend. Pass all reports to the replacement.

Resignation of Officers

Should an officer choose to resign his or her post, a formal written resignation must be provided to the President and the advisor. The Executive Board and/or President(s) is obligated to announce at the next meeting that there is an opening.

SWSA Meetings

The Department of Social Work Student Association will meet at least monthly. All social work students will be informed of meeting place and time from information provided by: (1) Email blasts, (2) student communicators in social work classes, and (3) announcements posted on campus.

Amendments

The Social Work Student Association will follow Amendment procedures as they appear in the Molloy University Student Handbook.

Honor Society, Scholarships and Awards

Phi Alpha – National Honor Society

Phi Alpha is a National Honor Society which was formally established in 1962 after a group of Undergraduate Students from Michigan State University decided they wanted to establish a National Honor Society for social work students.

The motto of Phi Alpha “Through knowledge-the challenge to serve” demonstrates the commitment of this organization to foster high standards of education for social workers. Phi Alpha invites into membership only those who have attained excellence in scholarship and achievement in social work. The goal is to provide a closer bond among social work students to promote humanitarian goals and ideals.

Requirements for membership in the Phi Alpha Honor Society are:

- Declare a social work major and be accepted into the Social Work Program
- Complete 9 semester hours of social work courses
- Achieve an overall GPA of 3.0
- Achieve a 3.5 GPA in all Social Work required courses.

Mother Cabrini Foundation Scholarship – Molloy Community Care Initiative

The Department of Social Work is involved in an interdisciplinary community-based initiative that provides services to low-resourced communities on Long Island as part of the Molloy Community Care Initiative. Scholarships are associated with student involvement. Students will be sent information on how to apply for scholarships. Awards are made for the fall, spring, and summer semesters.

Joseph and Diane Havlik Scholarship: This scholarship is awarded to one or more students working full-time and pursuing a career in Social Work. Application is made through the Social Work Department. Applicants can re-apply for a second year.

Kathie Kreig Excellence in Field Scholarship: The student must have a cumulative index of a least 3.0 and must demonstrate excellence in their field education setting and demonstrate all aspects of the professional dispositions.

Zaki and Rahat Hossain Endowed Scholarship: Awarded to a full-time Undergraduate in any field of study; with demonstrated financial need, and a GPA of 3.0. Preference will be given to juniors, seniors, and transfer students. Students awarded this scholarship must commit to sharing their perspective and experiences in Molloy’ publications, at fundraising events and with current undergraduate students at Molloy University.

Barbara Filazzola ’66 Social Work Scholarship: This scholarship is awarded to a full-time student of junior status with at least a 3.5 GPA who demonstrates financial need. Students are recommended by Department Faculty.

Social Work Organizations

The Department of Social Work collaborates with several local social work organizations (see below) on various initiatives. These organizations promote opportunities for scholarships and awards related to service, academic progress and professional development. Students should respond to these opportunities when presented. Letters of recommendation may be required from faculty. It is the student's responsibility to ask the faculty member for a recommendation and provide ample time for meeting the sponsoring organization's deadline for the scholarship or award.

- Latino Social Work Coalition and Scholarship Fund
- Nassau and Suffolk Divisions of National Association of Social Workers (NASW)
- Nassau/Suffolk Association of Black Social Workers
- Nassau County Chapter of the NYS Society for Clinical Social Work
- National Association of Puerto Rican and Hispanic Social Workers
- New York State Social Work Education Association

Technology Information for Students

By registering for classes at Molloy, you have been automatically enrolled in all of our Information Technology Services. Given synchronous and asynchronous instructional modalities, students must have access to reliable technology for their learning needs. If you need equipment, please contact the Office of Student Affairs to inform them of your equipment needs. Using your Molloy username and password, students can access the following services:

- **Lion's Den:** Use it to retrieve information about classes, course schedules, financial information, bill payment, registering for classes, viewing admissions information and accessing the learning management system (LMS).
- **Canvas:** Molloy's courses will be using the Canvas learning management system.
- **Molloy Student Email (Gmail):** All student e-mail accounts are provided through Google. Please wait a minimum of 72 hours after you register for classes to retrieve your username and temporary password.
- **Student-use computers:** Use your Molloy username and password to log into computers in labs, lounges and the library. All computers on campus require users to log in.
- **Course Evaluations:** At the end of each semester, you will receive information about how to access course evaluations.
- **WiFi Network:** WiFi is available throughout the campus, even in the parking lots!
- **Self-Service Website:** All users must register for password self-service in order to maintain your password for all IT services. If you need to change your password or have forgotten your password, the Self-Service system is the only way to manage your account.

Appendices

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Appendix i: Professional Dispositions

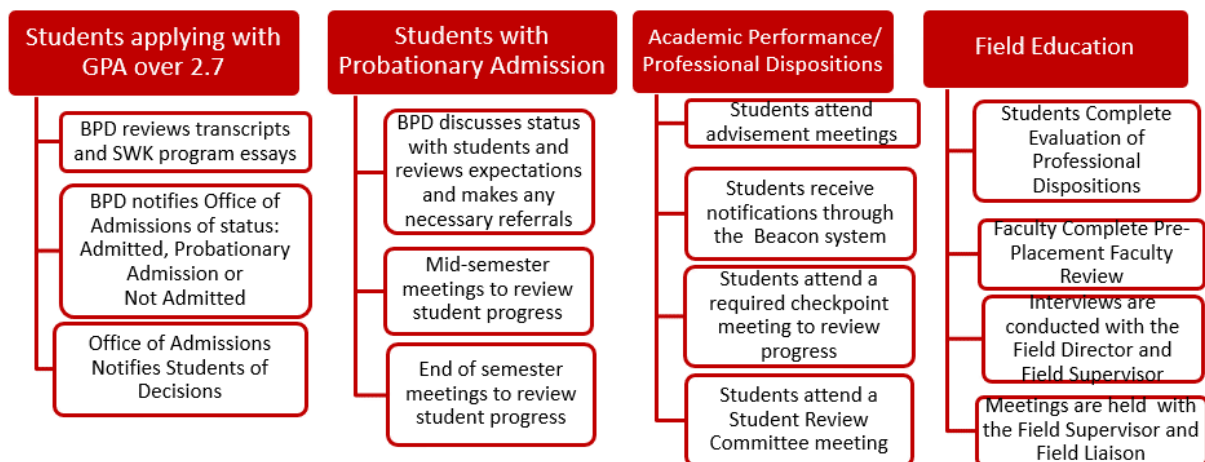
Social Work Professional Dispositions

Professional Disposition	Description
Responsible/Professionalism	Demonstrates such behaviors as being punctual, consistent in behavior, follows instructions, meets deadlines, completes tasks efficiently, prepares materials. Takes ownership of academic experiences and successes; takes initiative to learn and be academically successful; takes ownership of own actions.
Communication	Communicates effectively with peers and professors; contributes to classroom learning; uses oral, written and digital communications professionally; communicates in a non-judgmental professional manner.
Respectful	Consistently demonstrates respectful interactions with faculty, administrators, staff and peers. Responds in a respectful manner when challenged or presented with critique.
Open-Minded/Flexible	Is flexible and willing to consider and try out new ideas; open to different perspectives; able to accept constructive feedback.
Self-Reflective	Engages in self-evaluation; able to know when to seek help and when to work independently; uses feedback to make improvements; strives for personal and professional growth.
Ethical	Avoids violations of academic integrity, including but not limited to, plagiarism, fabrication, or cheating. Demonstrates truthfulness and honesty.
Commitment to ADEI	Awareness of racism, oppression, privilege, and power; demonstrate cultural humility; engage in anti-racist practice; understand the impact of multiple identities and intersectionality.

Appendix ii: Molloy University Department of Social Work Processes to Support Student Success

Molloy University Department of Social Work Processes to Support Student Success

- Admission to the social work program must occur by the first semester of the Junior Year.
- Students who are admitted with a probationary status (GPA under the required 2.7) meet with the Baccalaureate Program Director (BPD) at mid-semester and the end of the semester to ensure student success.
- All students attend checkpoint meetings with faculty to review progress in the program. Additional review meetings may be required and can be informal or formal via the Student Review Committee (SRC). Members of the SRC are: the BPD and 1 or 2 faculty members, one of whom is the student's advisor.
- Students who are unable to meet academic and/or professional standards of the program will be referred to the Student Review Committee to determine a course of action and may result in an alternate educational pathway for degree completion.



Appendix iii: National Association of Social Workers Code of Ethics

Approved by the 1996 NASW Delegate Assembly and [revised in 2021](#)

The full *Code of Ethics* is available on the NASW website:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>