

Policy and Procedure Arizona State University		Number SWK 320
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Subject Working Definition of Program Quality		Effective 10/93 Revised 3/3/00

PURPOSE: To establish a working definition of program quality for programs offered by the ASU School of Social Work

SOURCES: Quality Survey of Faculty, September 1993
Minutes of Faculty Council 10-15-93

APPLICABILITY: All Programs sponsored by the ASU School of Social Work both on and off campus

POLICY:

I. Background and Philosophy

A. Whereas:

1. Programs (BSW, MSW, Ph.D.) evolve incrementally over time, and
2. It often happens that criteria and standards that may have been used for decision making at one point in time are abandoned for different criteria and standards at another point in time, and
3. Pressure to increase program size has been known to come from many sources, and
4. In the past, faculty and staff resources have not accompanied increases in program size, thus increasing the faculty to student ratio, and
5. Faculty to student ratio affects program quality.

Therefore, the Faculty Council of the ASU School of Social Work takes the position that it is important to develop a working definition that can be used to establish guidelines for program quality.

B. This definition shall include at least the following components:

1. A classification system for types of courses;
2. A recommended cap for each category of course; and/or

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3. A recommended percentage of full time faculty available for teaching each category of course.

II. Classification System

- A. Courses taught in programs sponsored by the ASU School of Social Work shall be identified as falling into one of the following three categories:
 1. Introductory Courses, which involve the dissemination of information which can be communicated essentially through lecture and tested in an objective format, with little or no need for discussion to achieve course objectives;
 2. Theory and Knowledge Building Courses, which involve the grasp and (ideally) the mastery of a body of knowledge, and the ability to apply the knowledge within a social work context. Knowledge can be transmitted through texts and outside reading, lecture, video/film, panels, or other methods. Some discussion time is necessary to determine whether students have properly understood what has been covered, especially within a context of social work value and ethics. Papers and essay examinations are necessary to evaluate student's level of understanding; and
 3. Practice Courses, which involve the development and (ideally) the mastery of certain skills. While the knowledge base can be covered in texts and outside readings or through a lecture format, it is critical in a professional school that students be required to demonstrate ability to perform certain functions including problem identification and analysis, assessment, planning, implementation of the plan, monitoring, evaluation and feedback, as well as interviewing, formal presentations, negotiating, and other skills.

III. Recommended Course Caps

- A. In order that all programs sponsored by the ASU School of Social Work be given the opportunity to achieve the highest level of quality, the following course caps are recommended for each category:

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1. Introductory Courses - 75
 2. Theory and Knowledge Building Courses
BSW - 35
MSW - 25
 3. Practice Courses
BSW - 20
MSW - 20
 4. No recommendations are made for the Ph.D. Program.
- B. Courses currently included the ASU School of Social Work's BSW and MSW programs should be understood to fit into the following categories:
1. **Introductory Courses** - 271, 291
 2. **Theory and Knowledge Building Courses**
HBSE - 301, 340, 501, 502, 606

SWG 301 shall be limited to 20 students as long as it holds the designation of L1 (Literacy) course in the General Studies program, thus requiring close monitoring of the development of writing skills

Policy - 432, 531, 632

SWG 632 is currently taught as a practice course with a cap of 20

Ethnic - 374, 533

Research - 320, 519, 619
 3. **Practice Courses**

Direct Practice - 310, 410, 411, 510, 511, 611, 613, 614, 617, 618, 621

PAC - 580, 623, 680, 681, 682

Seminar - 413, 415

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4. **Electives** shall be defined as fitting into one of the above categories before establishing a course cap.

IV. Percentage of Full Time Faculty

- A. Part of the definition of a quality program shall include recommended percentages of full time faculty teaching in each of the course categories.
- B. Differential percentages are established on the premise that certain types of courses, because of their content and the need to be current with literature in the field, require full-time faculty, whereas other courses can be taught well by faculty associates (community professionals) because of their day-to-day involvement in practice.
- C. Recommended percentages are herewith established as targets for each semester in planning the schedule:

<u>Type of Course</u>	<u>Percentage of Full Time Faculty</u>
Introductory Courses.....	75%
HBSE	75%
Policy	75%
Ethnic	75%
Research.....	75%
Direct Practice.....	75%
Planning, Administration and Community Practice.....	75%
Undergraduate Seminar	75%

V. Other Indicators of Quality Programming

- A. The Faculty Council refers to the Curriculum Committee the ongoing responsibility to develop additional measures of quality assurance for programs, both on and off campus, sponsored by the ASU School of Social Work.