EDINBORO UNIVERSITY MSW PROGRAM STUDENT HANDBOOK

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Dear Student:

Welcome to the Master of Social Work Program at Edinboro University of Pennsylvania. Social workers work with individuals, families, groups, organizations, and communities at their most vulnerable and troubled times.

Our commitment to social work practice grows from the historic commitment of the social work profession and the needs of our region, state, and nation. We are aware of the many demands on you as you balance work, school, and personal commitments and we realize that your decision to pursue a graduate degree involves personal and financial sacrifices. We want to work with you to reach your career goals and to be sure you receive the quality of preparation necessary to do so. Please feel free to contact us at any time with questions, suggestions, or concerns.

As a graduate student, you have ultimate responsibility in planning your academic program and being certain you meet degree requirements. This handbook will give you information about the MSW program, curriculum, degree requirements, and policies and procedures. Other documents that are important for social work students can be located at their respective internet sites. The Educational Policy Statement of the Council on Social Work Education can be found at under the accreditation button at http://www.cswe.org click overview outlines the purposes and goals of professional social work education. These are guidelines that direct the curriculum for professional social work education throughout the United States. Another important document is the Code of Ethics of the National Association of Social Workers. It can be found at http://ncsss.cua.edu/Docs/NASWCodeofEthics.pdf. We encourage you to become familiar with these documents and with the contents of the Student Handbook and the Graduate Programs Catalog.

The university’s website at www.edinboro.edu/home will direct you to information about university calendar, facilities and resources such as location and hours of the bookstore and library, a campus map, parking, dining and recreational facilities. The graduate catalog also appears at http://webs.edinboro.edu/catalogs/gradcatalog06-08/cover.html. The student handbook also appears at http://www.edinboro.edu/dotAsset/119323.pdf

Sincerely,

Elaine S. Rinfrette, MSW, Ph.D.  
Director, MSW Program

David Pugh, MSW, Ph.D.  
Chair, Department of Social Work
SECTION I
Overview of the MSW Program

A. What to Expect:
Graduate education is different from undergraduate education in that you are expected to take much greater responsibility for your learning. As a graduate student, you can expect extensive and in-depth reading assignments and writing of papers that require a substantial degree of research. You will be asked to analyze and formulate responses to policy and practice issues, to make use of critical thinking skills, and to integrate your learning across the curriculum. You will be offered opportunities to develop practice skills to assess, intervene, and evaluate advanced practice providing services to clients. Faculty members serve as guides and facilitators of your learning.

Because social work is a constantly-changing, dynamic profession, knowledge does not remain static. You must be prepared to engage in lifelong learning. It is our responsibility to help you develop knowledge and skills to become a competent professional. This includes knowing where to find the most current information and research to support your professional practice. It includes a commitment to ethical practice with individuals, families, groups, organizations, and communities, and in relationships with colleagues. It also includes a belief in identifying and engaging strengths, in empowering the powerless, and working to achieve goals of social and economic justice for all. Our faculty members are academically qualified and have the necessary practice experience and professional training to assist you toward your goals.

Our classes are relatively small, so you have opportunity for discussion with faculty and with your peers. Classroom exchange, whether on campus or online, is an important part of your education and we expect you to attend all classes and your field practicum, to complete all assignments, and to participate in classroom activities. In addition, program orientation sessions, workshops, career fairs and continuing education programs are offered throughout the year and we encourage you to make use of these opportunities to enhance your professional development.

Field placements are arranged to provide you with qualified field instructors and expert supervision to develop knowledge and skills for advanced practice with individuals, families, groups, organizations and communities of diverse sizes and origins. Questions or concerns about your field practicum should be directed to Professor Charlene Kolupski, Coordinator of Field Instruction.

You are assigned an academic advisor to assist you in planning your course of study and in making career choices. We encourage you to meet whenever necessary with your advisor and to discuss your academic progress and career plans with them. Your advisor can assist you in finding resources to support your learning and in reaching your goals.

You will be evaluated on your adherence to professional standards of conduct in classroom and field. It is important that you understand and adhere to standards of professional conduct with clients, colleagues, and peers. For this reason, we have
included a copy of the National Association of Social Workers’ Code of Ethics in this handbook.

B. Purpose of Social Work Education:
The Educational Policy of the Council on Social Work Education defines the purposes of social work education: “The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social Work education is grounded in the profession’s history, purposes, and philosophy and based on a body of knowledge, values and skills. Social Work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.”

C. Background and History of the Program:
Edinboro University was founded in 1857 and established in 1861 as a State Normal School, the first west of the Allegheny Mountains. It became a Teachers’ College in 1926, a State College in 1960, and was designated a University in 1983.

Edinboro University of Pennsylvania, with an enrollment of slightly over 8,000 graduate and undergraduate students, is the largest academic institution in the region, and one of fourteen institutions in the State System of Higher Education. The BSW Program was accredited in 1986, reaccredited in 1990, and reaffirmed in 2005 through 2013.

In 1999, the State System of Higher Education’s (SSHE) Board of Governors approved the development of an MSW program. The program received initial accreditation in 2005.

The Master of Social Work program is one of two programs within the Department of Social Work. The Department of Social Work is within the School of Science and Health Professions. The Dean is Dr. Nathan Ritchey. The Chair of the Department is elected by the faculty of the Department. Dr. David Pugh is Department Chair. The MSW Program Director is Dr. Elaine Rinfrette, who also coordinates the program with the Office of Graduate Studies. The Dean of the Office of Graduate Studies and Research is Dr. Alan Biel. Faculty assigned full-time to the MSW Program are: Dr. David Pugh, Dr. Roselle Scaggs, Dr. Suzanne McDevitt, Dr. Elaine Rinfrette, Dr. Christine Rine, and Professor William Koehler. From time to time, other faculty and area practitioners with special expertise may be asked to teach in the program. Field Coordination is under the direction of Professor Charlene Kolupski.

D. Master of Social Work Program Mission:
The program mission is consistent with the mission of the University.

The mission of the Master of Social Work Program is to prepare students with professional knowledge, values and skills for advanced social work practice providing services to families, and with a commitment to social and economic justice, empowerment of oppressed and at-risk populations, appreciation of the strengths of diversity, and as contributors to their communities and profession as lifelong learners.
E. Program Goals and Objectives:
The program affirms its commitment to the ideals stated in EPAS (Educational Policy and Accreditation Standards of the Council on Social Work Education) 1.0, Purposes of the Social Work Profession. Social work seeks the enhancement of human well-being and the alleviation of social and economic injustice. Social work professionals work with varied and diverse constituencies to enhance social functioning, to develop resources, to formulate and implement policies, services and programs, to enhance social interactions of individuals, families, groups and communities, to further practice knowledge and skills through utilization of research, and to provide leadership toward these ends.

In response to EP 1.1, Purposes of Social Work Education, the program strives to prepare competent, effective professionals who have the requisite knowledge, skills and demonstrated commitment to the values of the profession and who can provide leadership in working toward achievement of its ideals.

We suggest that you become familiar with program goals and objectives, as they will be helpful to you in guiding your learning and integrating your understanding as you move toward your degree.

| Goal 1. To prepare students for advanced social work practice providing services to families. |

**Objective 1.1**
Upon completion of the MSW degree program, graduates will work within a generalist practice perspective, use critical thinking and differential communication skills.

**Objective 1.2**
Students will be able to apply the knowledge and skills of advanced social work practice with an advanced concentration that focuses on families to analyze and intervene in systems of diverse types and size.

**Objective 1.3**
Students will be guided in their practice by ethical principles and the *NASW Code of Ethics*.

**Objective 1.4**
Students will critically analyze and apply knowledge of bio-psycho-social variables that affect individual and family development and behavior and use theoretical frameworks to understand the interventions among individuals and between individuals and social systems.

**Objective 1.5**
Students will use supervision and consultation appropriate to advanced social work practice providing services to families.
Objective 1.6
Students will practice without discrimination, understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change toward goals of social and economic justice.

Goal 2. To prepare graduates with requisite opportunities to develop a commitment to a civil society, contribution to the profession and their community, and to lifelong learning.

Objective 2.1
Students will continue to participate in educational activities such as workshops, regional and national conferences, and by pursuing doctoral education following graduation.

Objective 2.2
Students will conduct empirical evaluations of their own practice interventions and those of other relevant systems.

Objective 2.3
Students will evaluate relevant research studies and apply findings to practice, and demonstrate skills in quantitative and qualitative research design, data analysis, and knowledge dissemination.

Goal 3. To prepare graduates who can work with individuals, families, groups and communities of diverse ethnic, racial, religious, and cultural backgrounds, and of differing ages, abilities, social classes, and sexual orientation.

Objective 3.1
Students will work effectively with individuals, families, groups, organizations and communities across ethnic, racial, religious, gender, sexual orientation, geographic, age, economic and class lines.

Objective 3.2
Students will maintain self-awareness in their professional activities, and demonstrate an understanding of the importance of the diversity and definition of families as identified by their clients.

Goal 4. To prepare graduates who can assume the profession’s commitment and responsibility to work to improve the quality of life of populations at greatest risk, and to the promotion of social and economic justice.

Objective 4.1
Students will understand the forms and mechanisms of oppression and discrimination and the strategies and skills of change that advance social and economic justice.
Objective 4.2
Students will understand and interpret the history of the social work profession, its current structures and issues, and demonstrate skill in analyzing the impact of social policies on client systems, workers and agencies, and analyzing, formulating and influencing social policies.
SECTION II
Curriculum

A. Degree Requirements:
The MSW program is a full-time two-year program requiring completion of 60 semester hours and 900 clock hours in concurrent field placement. Students who have a baccalaureate degree in social work from a CSWE-accredited institution and who meet admission criteria are eligible to apply for advanced standing.

The two-year program is divided into two academic terms (four semesters). During the first or foundation year, students develop skills for practice with individuals, groups, families, organizations and communities of diversity with a focus on underserved and at-risk populations and toward goals of social and economic justice. During the second or concentration year, students refine skills for advanced social work practice providing services to families. In Fall, 2008 an online program was added which has the same requirements as the on campus program.

B. Foundation Curriculum:
The foundation curriculum is 30 credit hours, two semesters each in five content areas: HBSE, policy, research, practice, and field. The foundation curriculum builds on the liberal arts perspective. Learning in each course contributes to learning in other courses and prepares students for courses which follow. Students are enrolled in field internship two days a week for four semesters, concurrent with course work.

C. Concentration Curriculum:
The concentration year requires students to complete 30 semester hours. This includes two semesters of advanced social work practice providing services to families (SOWK717, SOWK719), two semesters of field practicum concurrent with course work (SOWK722, SOWK723), and two semesters of Integrative Seminar (SOWK798 and SOWK799). In the integrative seminar, students conduct a research project relevant to social work practice providing services to families. This seminar is equivalent to a thesis and integrates learning across the curriculum. Students also complete a course in family diversity (SOWK740) and administrative social work practice (SOWK744), as well as two electives. One elective may be from outside the department, with permission of the program.
**D. Course plans:**

**Master of Social Work Curriculum**

Sequence of Courses for *Regular* MSW Program (begins in August)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
</tr>
<tr>
<td>SOWK604 Social Welfare, Social Policy &amp; Social Work</td>
<td>OR SOWK742 Mental Health Elective</td>
</tr>
<tr>
<td>SOWK612 Social Work Practice I</td>
<td>OR</td>
</tr>
<tr>
<td>SOWK622 Field Education Internship I</td>
<td>SOWK 743 Addictions Elective</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>SOWK606 Social Policy and Social Policy Practice</td>
<td>SOWK600 HBSE I</td>
</tr>
<tr>
<td>SOWK613 Social Work Practice II</td>
<td>SOWK608 Social Work Research I</td>
</tr>
<tr>
<td>SOWK623 Field Education Internship II</td>
<td>SOWK609 Social Work Research II</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
</tr>
<tr>
<td>SOWK 602 HBSE II</td>
<td>SOWK 742 Mental Health Elective</td>
</tr>
<tr>
<td>SOWK717 Social Work Practice with Families I</td>
<td>OR</td>
</tr>
<tr>
<td>SOWK722 Field Education Internship III</td>
<td>SOWK 743 Addictions Elective</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>SOWK719 Social Work Practice with Families II</td>
<td></td>
</tr>
<tr>
<td>SOWK723 Field Education Internship IV</td>
<td>SOWK 740 Family Diversity</td>
</tr>
<tr>
<td>SOWK798 Integrative Seminar I</td>
<td>SOWK744 Social Work Administration</td>
</tr>
<tr>
<td><em>SOWK741 Child Welfare Elective (campus only)</em></td>
<td>SOWK799 Integrative Seminar II</td>
</tr>
<tr>
<td><em>this is the ONLY course that is NOT offered online</em></td>
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</table>
### Sequence of Courses for **Advanced Standing** MSW Program (begins in May)

<table>
<thead>
<tr>
<th>Pre-Requisite Courses</th>
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<tbody>
<tr>
<td><strong>Summer Preceding Entry into Concentration Level</strong></td>
</tr>
<tr>
<td>SOWK602 HBSE II</td>
</tr>
<tr>
<td>SOWK609 Social Work Research II</td>
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<tr>
<td>SOWK699 Principles of Advanced SW Practice</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
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<tbody>
<tr>
<td>SOWK717 Social Work Practice with Families I</td>
<td></td>
</tr>
<tr>
<td>SOWK722 Field Education Internship III</td>
<td></td>
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<tr>
<td>SOWK740 Family Diversity</td>
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<tr>
<td>SOWK 742 Mental Health Elective</td>
<td></td>
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<tr>
<td>SOWK 743 Addictions Elective</td>
<td></td>
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<tr>
<td><em>campus based students only choose 1 course</em></td>
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<tr>
<td><em>online students must take both courses</em></td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>SOWK719 Social Work Practice with Families II</td>
<td></td>
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<tr>
<td>SOWK723 Field Education Internship IV</td>
<td></td>
</tr>
<tr>
<td>SOWK798 Integrative Seminar I</td>
<td></td>
</tr>
<tr>
<td><em>SOWK741 Child Welfare Elective (campus only)</em></td>
<td></td>
</tr>
<tr>
<td><em>this is the ONLY course that is NOT offered online</em></td>
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</tr>
<tr>
<td>SOWK744 Social Work Administration</td>
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<tr>
<td>SOWK799 Integrative Seminar II</td>
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</table>

All students must maintain a minimum GPA of 3.00 to remain in good standing in the program.

A maximum of 6 credit hours of “C” grades will be accepted toward the MSW degree. Only one “C” grade will be accepted for field internships (SOWK 622, 623, 722 or 723). Students are expected to comply with the Code of Ethics of the National Association of Social Workers and to demonstrate appropriate professional behavior. Failure to do so may result in termination from the program.

**Field Experience:**
All students complete field internships and will spend a substantial amount of time serving an agency as part of the requirements for the MSW degree. Hands on social work practice is central to your academic experience. Your field experience, under the supervision of an accomplished social worker and the direction of your faculty liaison, will help you make the transition from student to social work professional. Students are typically in field a minimum of two full days per week. Students in the Regular Program complete a total of 900 hours in field over four semesters. They complete 400 hours during the first year of the program (foundation level year) and 500 hours during the second year of the program (concentration level year). Students in the Advanced Standing program complete a total of 500 hours in field over two semesters. Field placements are assigned by the Coordinator of Social Work Field Education, based on the student’s
preparation and learning needs as determined by the program. After receipt of their acceptance letter to the program, students will receive a packet of information from the Coordinator of Social Work Field Education.

**Advisement:**
Students are assigned a full-time social work faculty member as their adviser at the time they are admitted to the MSW program. This person will help them in planning their program of study, adjustment to graduate school, and career development.

**Transfer of Credit or Questions:**
Questions about transfer of credit should be directed to Dr. Elaine Rinfrette, at (814) 732-1580 or erinfrette@edinboro.edu.

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### EDINBORO UNIVERSITY OF PENNSYLVANIA

#### PLAN OF STUDY: TWO-YEAR PROGRAM

Master of Social Work

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**Student:** ____________________  **ID:** @________________  **Term:** __________

#### I. FOUNDATION YEAR COURSES  
**(30 SH)**

<table>
<thead>
<tr>
<th>Course</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
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<tbody>
<tr>
<td>SOWK600 Human Behavior and the Social Environment I</td>
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<tr>
<td>SOWK602 Human Behavior and the Social Environment II</td>
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<tr>
<td>SOWK604 Social Welfare, Social Policy and Social Work</td>
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<tr>
<td>SOWK606 Social Policy and Social Policy Practice</td>
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<tr>
<td>SOWK608 Social Work Research I</td>
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<tr>
<td>SOWK609 Social Work Research II</td>
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<tr>
<td>SOWK612 Social Work Practice I</td>
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<tr>
<td>SOWK613 Social Work Practice II</td>
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<tr>
<td>SOWK622 Field Internship I</td>
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<tr>
<td>SOWK623 Field Internship II</td>
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#### II. CONCENTRATION YEAR COURSES  
**(30 SH)**

**A. Required Courses**  
**(24 SH)**

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<tr>
<th>Course</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
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<tbody>
<tr>
<td>SOWK740 Family Diversity</td>
<td>(3)</td>
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<tr>
<td>SOWK717 Family Social Work Practice I</td>
<td>(3)</td>
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<tr>
<td>SOWK719 Family Social Work Practice II</td>
<td>(3)</td>
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<td></td>
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<tr>
<td>SOWK744 Administrative Social Work Practice</td>
<td>(3)</td>
<td></td>
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<tr>
<td>SOWK798 Family Practice Integrative Seminar I</td>
<td>(3)</td>
<td></td>
<td></td>
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<tr>
<td>SOWK799 Family Practice Integrative Seminar II</td>
<td>(3)</td>
<td></td>
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<tr>
<td>SOWK722 Field Internship III</td>
<td>(3)</td>
<td></td>
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<tr>
<td>SOWK723 Field Internship IV</td>
<td>(3)</td>
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**B. Program Electives**  
**(6 SH)**
Choice of two electives, one of which may be taken outside the department with permission.

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<thead>
<tr>
<th>Course</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>SOWK741 Practice for Families and Children in Child Welfare</td>
<td>(3)</td>
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<tr>
<td>SOWK742 Mental Health Practice with Families</td>
<td>(3)</td>
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<tr>
<td>SOWK743 Alcohol Tobacco &amp; Other Drugs: Interventions with Families</td>
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**TOTAL** (60 SH)

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**EDINBORO UNIVERSITY OF PENNSYLVANIA**

**PLAN OF STUDY: ADVANCED STANDING**

Master of Social Work

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**I. FOUNDATION YEAR COURSES** (30 SH)

The student has received through waiver or by completing the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK600 Human Behavior and the Social Environment I</td>
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<tr>
<td>SOWK602 Human Behavior and the Social Environment II</td>
<td>(3)</td>
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<tr>
<td>SOWK604 Social Welfare, Social Policy and Social Work</td>
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<tr>
<td>SOWK622 Field Internship I</td>
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<tr>
<td>SOWK623 Field Internship II</td>
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<tr>
<td>SOWK699 Principles of Advanced Social Work Practice</td>
<td>(3)</td>
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**II. CONCENTRATION YEAR COURSES** (30 SH)

**A. Required Courses** (24 SH)

<table>
<thead>
<tr>
<th>Course</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK740 Family Diversity</td>
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<td>SOWK717 Family Social Work Practice I*</td>
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<td>SOWK719 Family Social Work Practice II*</td>
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<td>SOWK744 Administrative Social Work Practice</td>
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<td>SOWK798 Family Practice Integrative Seminar I*</td>
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<td>SOWK722 Field Internship III*</td>
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<td>SOWK723 Field Internship IV*</td>
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**B. Program Electives** (6 SH)

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Choice of two electives, one of which may be taken outside the department with permission.

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<th>Course</th>
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<tr>
<td>SOWK741 Practice for Families and Children in Child Welfare (3)</td>
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<td>SOWK742 Mental Health Practice</td>
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<td>SOWK743 Alcohol Tobacco &amp; Other Drugs</td>
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Note: *These courses may only be taken by Advanced Standing students following completion of SOWK699 with a grade of A or B.

TOTAL (60 SH)

E. Advanced Standing:
Admission to advanced standing requires students to have a completed baccalaureate degree in social work within the past five years from a program accredited by the Council on Social Work Education. Students must have a GPA of 3.0 or higher, and references that indicate they are prepared for entry into advanced social work practice. Up to 30 semester hours credit for foundation courses for which a grade of “B” or higher have been recorded and which are equivalent to those offered at Edinboro University will be considered for waiver of credit. Students must complete SOWK699: Principles of Advanced Practice with a grade of A or B before beginning concentration coursework. No credit is given for life or work experience. Applicants who hold Baccalaureate in Social Work degree from other than a U.S institution must hold a degree approved by the Council on Social Work Education.

F. Course Descriptions:

SOWK600: Human Behavior and Social Environment I 3 Sem. Hours
This foundation course presents an overview of human behavior and social environment theories in relation to social work ethics, values, diversity, populations-at-risk, and culturally competent practice utilizing a strengths perspective. Students learn a social systems framework and employ selected ecological concepts for integrating theories and understanding the complexity of human behavior within environmental and societal contexts, taking note of traditional and alternative paradigms. Individual development will be examined with attention to life course theory, and socio-cultural factors.

SOWK602: Human Behavior and Social Environment II 3 Sem. Hours
This course builds on the framework, theories, and perspectives introduced in SOWK600. It focuses on human behavior and the social environment from the perspective of families, small groups, organizations, and communities. It explains traditional and alternative paradigms. Connections to generalist social work practice and interventions are made. Students consider the linkages and applicability of the learning to the population of their specialized interest. Prerequisite: SOWK600: Human Behavior and Social Environment I.
3 Sem. Hours  
This course provides a knowledge base for understanding the social welfare system and its relationship to the history and development of social work as a profession. It examines the economic, social, political forces and trends, as well as the philosophy, values and beliefs that shape public and private social policies and programs, and impact social work practice. Special attention is paid to inequities and deficiencies in the institutional policies and socioeconomic structures impacting on various population groups. Students examine current federal policies and consider their impact on family life.

**SOWK606: Social Policy and Social Policy Practice**  
3 Sem. Hours  
This course builds on the knowledge base for understanding the social welfare system and its relationship to the social work profession provided in SOWK604. Students explore the connection between social problem and policies, obtain concepts and frameworks for analysis of social policies, and develop skills in assessing, analyzing, formulating, influencing, and promulgating social policies which promote well-being, and economic and social justice. The ethical base for policy practice is explored. Special attention is paid to family policy issues.

**SOWK608: Social Work Research I**  
3 Sem. Hours  
This foundation course focuses on qualitative and quantitative research methods used by social workers. It emphasizes hypothesis formulation, research designs, ethical considerations, measurement, sampling, data collection, and data analysis needed for building knowledge for practice and for evaluating service delivery in all areas of practice.

**SOWK609: Social Work Research II**  
3 Sem. Hours  
This course builds on SOWK608 and focuses on needs assessment and program evaluation. It emphasizes program accountability in social services. Students learn to determine needs of client populations and to determine the effectiveness of programs in achieving outcomes. They also apply needs assessment strategies and program evaluation techniques to their field of interest. Prerequisites: SOWK608: Social Work Research I.

**SOWK612: Social Work Practice I**  
3 Sem. Hours  
This course orients students to the helping processes in social work, using systems and ecological perspectives, strengths orientation, and problem solving and interactional approaches. It delineates the generalist foundation knowledge, ethics, value, and skills of the profession and integrates systems levels, cultural competency, and economic and social justice. It emphasizes the professional use of self, self-awareness, communication, observation, documentation, relationship building, and interviewing skills.

**SOWK613: Social Work Practice II**  
3 Sem. Hours  
This course builds on the foundation of Social Work Practice I for an in-depth look at modern social work practice skills. A central focus is the relationship of theory and research to social work micro, mezzo, and macro practice, highlighting its political
dimensions as well as social and cultural context. Social work practice decisions are underpinned by a theoretical and research perspective and delivered with sensitivity to diverse populations. Prerequisite: SOWK612: Social Work Practice I.

SOWK622: Field Education Internship I 3 Sem. Hours
This practicum provides structured learning opportunities for students to apply and integrate knowledge, skills, values, and ethics into practice within agency settings. It requires a minimum of 225 hours of practice in an agency setting. Students receive professional instruction and supervision from a qualified agency-based field instructor. A professional seminar is included as part of the internship experience. Taken concurrently with SOWK612: Social Work Practice I. Open only to those admitted to the MSW program.

SOWK623: Field Education Internship II 3 Sem. Hours
This internship is a continuation of SOWK 622 and provides structured learning opportunities for students to apply experience and internalize generalist social work knowledge, skills, values, and ethics into practice within agency settings. It requires a minimum of 225 hours of practice in an agency setting. Students receive professional instruction and supervision from a qualified agency-based field instructor. A professional seminar is included as part of the internship experience. It is taken concurrently with SOWK613: Social Work Practice II. Prerequisite: SOWK612: Social Work Practice I, SOWK622: Field Education Internship I.

This course provides a review of important theories, concepts, principles, knowledge, values and skills. The course is open only to students who have been admitted to advanced standing and prepares the student for entry into the concentration.

SOWK717: Family Social Work Practice I 3 Sem. Hours
This course builds on the foundation of social work practice principles, theories, and techniques in understanding the concepts and dynamics of the family and social work family-focused interventions. Students will begin the process of creating an integrative family practice framework by demonstrating an understanding of the constructs associated with the family, theories associated with family social work practice and the assessment processes utilized in working with diverse families in multiple, family social work practice settings. Prerequisite: Completion of foundation courses (SOWK600, 602, 604, 606, 608, 612, 613).

SOWK719: Family Social Work Practice II 3 Sem. hours
Advanced Social Work Practice with Families II synthesizes the broad context of family practice learned in Family Practice I into a more focused, integrative family practice framework. During this course, students will learn to effectively engage, assess, and provide intervention for families within the context of family environments commonly encountered by social work practitioners. An emphasis is placed on implementing the social work process with vulnerable families that confront issues related to social
injustice, poverty, discrimination and physical and emotional challenges. Prerequisite: Completion of SOWK717: Family Social Work Practice I.

SOWK722: Field Education Internship III  3 Sem. Hours
This advanced practicum provides structured learning opportunities for students to apply and integrate knowledge, skills, values, and ethics into advanced practice providing services to families across a broad spectrum of social problems and diverse populations. A professional seminar is included as part of the internship experience. Prerequisite: SOWK613: Social Work Practice II, SOWK623: Field Education Internship II. Taken concurrent with SOWK717: Family Social Work Practice I.

SOWK723: Field Education Internship IV  3 Sem. Hours
This advanced practicum provides structured learning opportunities for students to apply and integrate knowledge, skills, values, and ethics into advanced practice providing services to families across a broad spectrum of social problems and diverse populations. A professional seminar is included as part of the internship experience. Prerequisite: SOWK 717: Family Social Work Practice I and SOWK722: Field Education Internship III. Taken concurrent with SOWK719: Family Social Work Practice II.

SOWK740: Family Diversity  3 Sem. Hours
This course will focus on issues of cultural diversity and oppression within and among families. It will emphasize empowerment of the family as its over-arching framework as a major goal for social work interpersonal practice with individuals, families, and small groups. Students will be prepared to respond to needs of diverse family populations including racial and ethnic minorities as well as responding to issues of disability, gender and sexual orientation.

SOWK741: Practice for Families and Children in Child Welfare  3 Sem. Hours
This course focuses on the characteristics, strengths and services needs of families and children in the child welfare system. It examines and builds policy and practice skills related to family preservation services, child maltreatment, substitute care and permanency planning. This course considers family events within an ecological systems approach and works to build appreciation and sensitivity to various family forms and cultural patterns.

SOWK742: Mental Health Practice in Social Work with Individuals and Families  3 Sem. Hours
Mental health policies as well as ethical and diversity issues in mental health are examined. Current best practices for specific disorders of adults, children, and adolescents, which may be exhibited across fields of practice, are presented. Special issues of unique contexts and client types are addressed. Emerging best practices of recovery in mental health is the focus, which fits well with the empowerment of mental health consumers and their families, and with strengths-based practice.
**SOWK743: Alcohol, Tobacco, and Other Drugs (ATOD): Interventions with Families**  
3 Sem. Hours  
This course presents an orientation to working with families in social work practice, with special attention to interventions with ATOD-misusing families. In approaching intervention for ATOD misusers, it is essential to address their problems within the context of their larger social environment, specifically, the family.

**SOWK744: Administrative Social Work Practice**  
3 Sem Hours  
This course prepares individuals to develop the skills necessary to manage human service organizations in an increasingly complex environment of competing values and demands. Topics covered include: organizational theory, strategic planning, board development, basic skills for managers, supervision and personnel management, budgeting and financial management, public relations and lobbying, organizational growth, change, crisis and decline, the problems facing women and minorities as managers, cultural diversity and resolving ethical problems.

**SOWK798: Family Practice Integrative Seminar I**  
3 Sem. Hours  
This seminar focuses on the integration of the knowledge, value, and learning experiences of the total MSW program. It prepares and provides the framework for the student’s completion of a major competency paper in the following semester, inclusive of content from all social work courses, and centering on a specific population group in a family context. Students have the opportunity to dialogue on professional issues through topical discussions, and examination of students’ research activities. Completion of the foundation courses is required (SOWK600, 602, 604, 606, 608, 609, 612, 613, 622, 623).

**SOWK799: Family Practice Integrative Seminar II**  
3 Sem. Hours  
This seminar is a continuation of SOWK798, promoting the integration and synthesis of the knowledge, values, and skills of the social work profession, and the total learning of the MSW program. Students complete their research and write their competency paper, centering on a specific population group in a family context, demonstrating theoretical preparation for advanced family practice. There is opportunity to dialogue on social work issues, arising from students’ research and contemporary practice, and to present their practice frameworks and findings. Prerequisite: SOWK798: Family Practice Integrative Seminar I.
G. Key Terms and Themes of the Program:
You will encounter several themes which appear throughout the goals, objectives, and the curriculum. The program utilizes the **ecological and systems perspective** as outlined by Kirst-Ashman and Hull (2008) and by Orren, Smith, Norlin, and Chess (2008). This perspective provides an integrating conceptual and theoretical framework for the curriculum. The ecological-systems perspective prepares graduates to select and integrate from among a variety of theories and perspectives as they relate to interactions among different systems.

Our model places the individual client within the context of family and community. It draws on a variety of theories and approaches to address client concerns across systems. It recognizes the importance of evidence-based practice congruent with social work values and ethics. The concentration of the program, **providing services to all systems with an emphasis on families**, builds on this concept of **integrative social work practice** with families. It draws from the work of Rothery and Enns (2001), Kilpatrick and Holland (2008), Collins and Jordan, et al., and others.

**Advanced practice competence** is built on a **generalist practice perspective**. The **generalist** perspective prepares professionals who can work with systems of differing types, sizes and complexity and in a variety of settings. Our curriculum prepares students to provide services to individuals, small groups and families, and also to give leadership in social change and advocacy efforts to develop and strengthen policies, systems, and services which support families. This includes work with organizations and communities at the local, state, national and international levels.

The program embraces the **strengths perspective** as defined by Saleeby (2008). It is our goal that our program graduates have a commitment to the **empowerment of oppressed** and **at-risk populations**, and a commitment to work toward **social and economic justice**. We strive to create in our graduates an awareness of and appreciation for the contributions and challenges of **diversity**, understanding of the importance of **contribution** to community and the profession, the ability to **think critically** and to **evaluate** theory, research, and practice, and to practice within the **ethics** and **values** of the **NASW Code of Ethics**.

The concentration year prepares students to engage in **advanced social work practice** with individuals, families, groups, organizations and communities to **provide services to families**. This is based on the belief that the family is the most fundamental unit of society, that family can be defined as any social unit that meets the functions of a family and defines itself as a family, and the historic commitment of the social work profession to serving families and children.

Our graduates are prepared to understand and formulate policy as it impacts on families, to take leadership roles as administrators in agencies serving families, and to have demonstrated mastery of skills to help at-risk and oppressed populations to empower themselves. Assessment, planning, intervention and evaluation of practice take place
within the context of services to families. Emphasis is placed on preparation to work in diverse settings and communities, including rural ones.

**H. Advanced Social Work Practice Providing Services to All Levels With an Emphasis on Families:**
The program’s concentration is advanced social work practice providing service to all levels of families. The concentration builds on the foundation which introduces students to ecological, strengths, and generalist practice perspectives within a framework of Social Systems Theory as explicated by Orren et al., (2008), Sheafor and Horjesi (2007). A primary theoretical framework for the Concentration year is Integrated Family Practice (Rothery & Enns, 2001) which addresses key themes common to most, if not all, family systems. This is an adaptive model that places the individual client within the context of family as it identifies itself. It draws on a variety of interventions to address client concerns across systems based on evidence based practice and congruent with social work values and ethics.

These key themes include family boundaries, family traditions, and the development of the individual within the family, all of which are considered within the context of the program’s definition of family, levels of family need (Kilpatrick and Holland, 2008), and family diversity.

The following are our Principles about the importance of social work practice providing services to families:

1. Families represent the most significant social system in the development and ongoing lives of our social work clients, at any age (Collins, Jordan, & Coleman, 2006; Constable & Lee, 2004; Rothery & Enns, 2001).

2. Families possess strengths and bonds not found in other social systems that are functionally linked to the client system (Orrin, Smith, Norlin, & Chess, 2008; Rothery & Enns, 2001; Saleeby, 2008).

3. Practitioners need to maximize efforts to engage family members in the assessment, planning, intervention and evaluation of social work services (Constable & Lee, 2004; NASW Code of Ethics, 1999).

4. Family social work practice needs to be enacted through a generalist perspective that consistently engages family systems at the micro, mezzo and macro practice levels (Collins, Jordan, & Coleman, 2006; Rothery & Enns, 2001).

5. Families should be valued and appreciated and social workers should enhance practice activities that demonstrate these qualities (NASW Code of Ethics, 1999).

6. All family systems contain strengths that can be engaged and it is a social worker’s practice responsibilities to identify and enhance these strengths (Miley, O’Melia, & Dubois, 2008; NASW Code of Ethics, 1999; Saleeby, 2008).
7. The definition of family needs to be broad enough to address the variety of family configurations and perspectives presented in a diverse society (Collins, Jordan, & Coleman, 2006; NASW Code of Ethics, 1999; Schriver, 2003).

8. There is often a need for social workers to assist helping organizations to evaluate services to families and the role of families in the development of agency policy (Constable & Lee, 2004).

9. Social workers need to be aware of the current social climate regarding families and services to families and provide a role in effecting changes in legislative policy and community awareness/education (NASW Code of Ethics, 1999; Rothery & Enns, 2001).

10. Social work family practice needs to be learned and practiced on a solid foundation of social work skills, knowledge, principles and values, generally learned and practiced during the foundation year of the MSW program and refined and extended during the concentration year (CSWE, 2008; NASW Code of Ethics, 1999).

11. Social work family practice should utilize an integrated family practice model that selects its key features from a variety of family-based theories and methodological approaches, which are congruent with the values, ethics, and principles or professional social work (Kilpatrick & Holland, 2008; Rothery & Enns, 2001; Schriver, 2003).

The concentration year is designed to prepare graduates with the knowledge, values and skills for advanced social work practice providing services to all systems with an emphasis on families. The program seeks to prepare graduates who can analyze, intervene and evaluate in differentiated, discriminating and self-critical ways using a broad range of knowledge and skills independently and appropriately. This goal is accomplished through the concentration year family practice content area and accompanying courses that build on the principles, theories and techniques of the foundation year of the MSW program.

Students take their practice courses concurrent with their field practica. The concentration year prepares students for advanced professional social work practice with all systems with an emphasis on families, based on the belief that the family is the primary social unit of society and that individuals have a fundamental connection to families (whether of origin, marriage or blood, or constellations of individuals who identify themselves and function as families).

I. Concentration Objectives:
The following objectives spell out expectations of students at the end of the concentration year.
Students will:

1. Demonstrate their ability to implement an integrated family practice framework with diverse, at-risk and vulnerable family systems.

2. Demonstrate knowledge and skills critically to analyze, assess, plan and intervene with, and evaluate, advanced social work practice with families.

3. Demonstrate ability to practice within professional values and using an ethical decision-making framework in advanced social work practice with families.

4. Demonstrate ability to analyze policy affecting families and to advocate on behalf of families.

5. Demonstrate ability to practice with self-awareness, a high degree of autonomy, using supervision and consultation appropriately, and in collaboration with other disciplines and professions.

6. Demonstrate ability to make a contribution to professional social work practice and the larger community.

J. Program Definition of Family:
The definition of family utilized by the program recognizes diversity and fosters inclusiveness. The program views the family as the most fundamental social group and one that functionally provides emotional and/or physical sustenance for its members. Family functions are those that meet biological, psychological, emotional, economic, spiritual, social or other needs of the individuals within the constellation defining itself as a family.

The social work program at Edinboro University of Pennsylvania defines a family as any constellation of individuals that so defines itself and which performs the functions of a family.

Families vary in degrees of cohesiveness. A family may consist of an adult or adults related by blood, marriage, or choice. They may have none or one or more children. Family members may or may not occupy the same residence. They may have differing cultures and family systems, norms, and practices. Families vary in the definition of what constitutes membership and the roles and responsibilities of each person. Families may represent a variety of sexual orientations.

Pinderhughes (1995) notes there are rapid shifts nationally and globally in how family is defined. Collins, Jordan and Coleman (1999) state that “contemporary family lifestyles and structures are fluid and evolving. Therefore, a broad definition of family is needed.” The definition should reflect family reality “rather than strict adherence to a static and rigid definition” and this is “crucial to family social work and determines the nature of the work conducted with a family.” Pinderhughes adds to Collins. et al., the fact that
social fragmentation and social disconnection place new demands on practitioners who must be flexible, comfortable with diversity, able to use multilevel approaches to family empowerment, and open to social change.

Families have, of course, always been viewed as the central unit of professional social work practice (Cowley, 1999). Bosler, Green and Kolevzon (1986) discuss the importance of family-centered practice in numerous areas such as with children, with delinquents, and in substance abuse settings. Since the number of children living in nontraditional families has risen, social work must give attention to interventions appropriate with these non-nuclear family configurations.

The program supports a strengths perspective in advanced social work practice with families. For example, the strengths perspective as explicated by Saleeby (2008) is taught in foundation year human behavior, policy, and practice courses as a base for application of the perspective in field and in subsequent practice courses. Early and Maye (2000) indicate that while most approaches to working with families have focused on individual pathology, the strengths approach focuses on growth, resilience, and supporting the family.

The program recognizes the importance of cultural competence. Brown and Shalett (1997) point out the importance of cultural competence for advanced practitioners, and Oriti, Bibb and Mahoubi (1996) comment that family practice must address the many forms of oppression experienced by multiracial and multicultural families. Rural families have their own perspective on human service interventions and are a population characterized by lack of accessibility to service (Durham and Miah, 1993). Social workers must have intimate knowledge of a geographic region, its people, and its resources to create strategies to address needs of rural families. Foster parents are another example of a population at risk (McFaden, 1996), as are lesbian and gay families (Laird, 1996) and families of color (Rounds, Weil, Bishop, 1994). Older persons, particularly in rural areas and those who are frail are another category of families at risk (Callion, Toseland, Diehl, 1994). Rural poor need essential resources and alleviation of the stigma and oppression that accompany poverty (Vosler and Nair, 1993). The poverty rate of the region served by the university approximates 12 percent. Many families in the region are multigenerational and can benefit from appropriate intervention strategies, as discussed by Bogolub (1988). The family life cycle, including that of multigenerational families, is presented in human behavior courses and in practice. Chronic multiproblem families also require a spectrum of interventions and services (Schlosberg and Kagan, 1988). These are but a few examples of the challenges and opportunities facing families in the twenty-first century.
SECTION III
Program Policies and Procedures

A. Admission:
Procedures for application for admission to the university’s graduate degree programs are spelled out in the Graduate Studies at Edinboro University of Pennsylvania Catalog.

Candidates for admission to the MSW program must satisfy the following requirements:

1. Submit an official transcript evidencing completion of a baccalaureate degree from an accredited institution with a course in human biology or its equivalent. The applicant should also have a minimum of 21 semester credit hours (or equivalent) distributed among humanities, mathematics, physical and biological sciences, social and behavioral sciences and fine arts.

2. A minimum overall grade point average (GPA, where 4 = A) of 2.8 for the regular 2 year program and a 3.0 for the Advanced Standing program.

3. Scores on either the Miller Analogies Test (MAT) or Aptitude Test of the Graduate Record Examination (GRE) at the 30th percentile or better can be applied to GPA scores below 2.8 for those applying to the regular program. A copy of the scores for these tests must be sent to the Office of Graduate Studies.

4. Two written letters of recommendation which are either academic or professional references. These must indicate the applicant’s aptitude and preparation for social work practice. Letters from family and friends are not acceptable.

5. An autobiographical essay indicating professional goals and how professional social work education will help attain those goals. The quality of writing is just as important as the content in your essay.

6. A professional resume.

Admission may be unconditional, conditional, or denied.

B. No credit for life or work experience:
The social work program does not grant credit for life or work experience

C. Conditional Admission:
University policy is that “a student who meets the requirements for unconditional admission but who is deficient in areas…may…be admitted on a conditional basis. The admission letter will specifically list the conditions which the individual must meet to continue in the degree program and/or be awarded the degree.”
At the discretion of the MSW Program Admissions Committee, an otherwise qualified applicant with an overall GPA of less than 2.8 or GRE/MAT scores below the 30th percentile or who needs to complete human biology requirement may be admitted as a provisional (conditional) degree student. The Graduate School will notify the student of requirements that must be satisfied before the student can be admitted to degree status. For example, students admitted to the MSW program must demonstrate that they have substantial undergraduate course content in human biology. If they do not, they must fulfill conditions to meet this requirement prior to admission to degree student status. Students must give evidence that they have met all conditional requirements and removed any deficiencies prior to enrolling in 700 level classes. Students who have not removed any deficiencies will not be certified as degree candidates. They should do this by providing documentation to the Graduate School that conditional requirements have been met.

**Admission to candidacy:** A degree student may not be admitted to Candidacy until (1) at least 12 semester hours of degree credit have been completed at the University, (2) an Application for Admission to Candidacy has been filed, and (3) the student has made satisfactory progress in his or her degree program. All conditions must be fulfilled in order to be admitted. Responsibility for submitting the application for Candidacy rests with the student. The application must be submitted prior to the end of the semester in which the 12th semester credit hour is earned, and can be obtained from the Office of Graduate Studies.

The university states that a provisionally (conditionally) admitted student who completes nine (9) or more credit hours of a degree program with a 3.00 grade point average or better is generally eligible for reclassification to degree student status. In the case of Social Work, this is only possible if all other conditions have been fulfilled. No student may receive an Edinboro University of Pennsylvania graduate degree while on provisional (conditional) status.

When the student is accepted into the program, the graduate studies office sends a letter of acceptance to the student. This letter describes requirements necessary to complete the degree program and any conditions that must be fulfilled. An adviser is assigned at the time the student is admitted, and information is sent to the student on how to contact their adviser. The Department of Social Work then follows up with a letter.

**D. Transfer of Graduate Credit:**

Policies and procedures for transfer of credit are found in the *Graduate Studies at Edinboro University of Pennsylvania Catalog.*

The catalog notes that “authorization of transfer credits is a privilege and not a right. Transfer credits must be part of a planned program of study.” A student should consult with the MSW Program Director about courses to be transferred. The Program Director will assess course syllabi, objectives, content, learning activities, theoretical frames of reference, bibliographies, texts and instructor qualifications. If a syllabus is not available,
course catalog descriptions can be used. The Program Director may consult with faculty teaching in the content area.

Transfer courses are assessed in terms of their equivalence with courses in the Edinboro University of Pennsylvania graduate program. The Program Director’s recommendation is submitted to the Graduate Admissions Committee of the Department and, if approved by the committee, to the Graduate Dean who reviews the request. This is done through a Student Request Form available in the Graduate Studies office.

University policy is that transfer credit is only authorized for courses in which a grade of “B” or better has been received.

A maximum of nine (9) semester hours of graduate credit earned at a regionally accredited or state approved college or university will be accepted for transfer to a student’s graduate program at Edinboro University of Pennsylvania. Students in the Master of Fine Arts degree program may transfer a maximum of 15 semester hours. The Dean of Graduate Studies and Research must authorize transfer credits. Transfer credit is, as a general rule, only authorized if the course is not offered by Edinboro University. If the institution granting the graduate credit has placed limitations on the use of this credit, these same limitations will be placed on transfer credit requests.

Transfer credit will only be authorized if (1) a grade of “B” or better has been earned, (2) the credits were completed within a five-year time period from the date of the semester or session in which the student earned the first accepted credits of the master’s degree program, (3) the approval procedures have been followed and (4) the School of Graduate Studies and Research is provided with an official transcript for the completed credit. The Dean of Graduate Studies and Research may deny a student permission to transfer credit when the course is judged to be outdated or inappropriate, or if the proper procedure has not been followed.

1. Students seeking admission to the graduate program who desire acceptance of graduate credit completed at another institution must apply for the transfer of credit when the application for admission to the graduate program is submitted. Copies of the forms needed to request acceptance of transfer credit may be obtained from the School of Graduate Studies and Research. When an individual is notified of his or her acceptance to the graduate program he or she will also be informed whether or not the request for acceptance of transfer credit has been approved.

2. Students who have already been admitted to the graduate program at the University must have submitted a request for authorization to transfer a course and must have received written approval of this request in order to receive transfer credit for a course to be completed at another institution. This request for transfer credit approval must be submitted at least four weeks prior to the beginning date of the course. The request for transfer credit form may be obtained from the School of Graduate Studies and Research. Transfer credit will not be
authorized if prior written approval for the transfer credit has not been granted by
the graduate dean.

3. Students who have been admitted to a graduate program and have a GPA of at
least 3.0 may take one or more courses at another institution and transfer those
credits to Edinboro University with advance approval using the transfer credit
form. The completed form must be date stamped in the Graduate Office at least
four weeks prior to the semester in which the course begins. After-the-fact
requests for transfer credit will be denied. Transfer credit may not be used to
repeat courses already taken at Edinboro University. The Graduate Dean is the
final point of approval for all transfer credits.

E. Transfer of Credit, Related Disciplines:
Applicants to the Edinboro University MSW program who have taken graduate courses
in related disciplines may request transfer of up to 6 semester hours. A student should
consult with the MSW Program Director about courses for which transfer of credit is
requested. The Program Director will assess course syllabi, course objectives, content
and learning activities, as well as theoretical frames of reference, bibliographies, and
instructor qualifications. The Program Director will consult with faculty teaching in the
content area. Transfer courses are assessed in terms of their equivalence with courses in
the Edinboro University of Pennsylvania graduate program. The Program Director’s
recommendation is submitted to the Graduate Admissions Committee of the Department;
if approved by the committee, the request is forwarded to the Dean of Graduate Studies
for approval.

F. Admission to Advanced Standing:
The decision to admit a student into advanced standing is made by the Admissions
Committee of the MSW program and approved by the Director of the MSW Program and
the Dean of Graduate Studies.

Applicants to advanced standing must satisfy all requirements for admission to the MSW
program and must hold a baccalaureate degree in social work from a program or school
accredited by the Council on Social Work Education. This degree must have been
completed within the past five years. Students admitted to advanced standing must
complete SOWK699: Principles of Advanced Social Work Practice with Families with a
grade of “B” or better prior to entering concentration-level coursework, including field.

Admission to advanced standing requires a GPA (A = 4.0) of at least 3.0 and references
and vita that show evidence of readiness to enter advanced practice providing services to
families. The applicants are asked to describe their undergraduate field practice and other
relevant employment experience fully in their autobiographical career statement.

Waiver of up to 30 foundation credits may be obtained if the applicant has a grade of “B”
in any course being waived, and can demonstrate through course catalog descriptions or
course syllabi that waived courses are equivalent to those required in the Edinboro
University MSW program. All decisions for course waivers are made by the MSW Admissions Committee, approved by the Director of the MSW Program, and authorized by the Graduate Dean.

A waiver of credit may be sought for the following courses:

SOWK606/602: Human Behavior in the Social Environment I and II
SOWK604/606: Policy I and II
SOWK608/611: Research I and II
SOWK612/700: Practice I and II
SOWK622/623: Field Internship I and II

Students must have completed a minimum of 400 clock hours in field with a grade of “A” or “B” to receive a waiver for SOWK622: Field Education Internship I and SOWK623: Field Education Internship II. Students must complete a total of 900 clock hours to complete MSW degree requirements.

Waiver of Field: Only students who have been admitted to Advanced Standing will receive a waiver of credit for field internship completed at the undergraduate degree level.

Courses That Can Not be Waived: The following courses may not be waived, transferred from another institution, or substituted-for with coursework from another institution:

SOWK699: Principles of Advanced Social Work Practice with Families
SOWK717: Family Practice I
SOWK719: Family Practice II
SOWK722/723: Field Internship III and IV
SOWK798/799: Family Practice Integrative Seminar I & II

G. Academic Advisement:
Students are assigned an advisor at the time they are admitted to the MSW program. The advisor is a full-time member of the social work department faculty. Students receive a letter from the office of graduate studies giving the name of the advisor, their office location, office telephone number, and university e-mail address.

Students should plan to contact their advisors whenever necessary after they receive their letters of acceptance from the Graduate Studies Office. Advisors generally are not available during the summer. Questions about field should be addressed to Dr. Professor Charlene Kolupski, Coordinator of MSW Field Instruction. She can be reached at (814)732-1789 or by e-mail at ckolupski@edinboro.edu. Dr. Elaine Rinfrette, Director of the MSW Program, is available on a limited basis during much of the summer and can be reached through e-mail at erinfrette@edinboro.edu, or by voice-mail at (814) 732-1580. E-mail is the most efficient way to contact an adviser or other member of the MSW program faculty.
The advisor can assist with program administrative procedures such as a change from responding to any concerns identified by other faculty, preparing a plan of study, in course selection and scheduling, in making appropriate referrals, in assessing aptitude and motivation for professional social work practice, in assessing performance and acquisition of necessary knowledge, professional values and skills for social work, and in assessing career goals. Please note that students are solely responsible for ensuring completion of all degree requirements.

**Limitations on Advisement:** Advisement is solely with respect to academic and professional concerns. Faculty may not engage in counseling or therapy related to the student’s personal life issues, as this creates potential for violation of the code of ethics with respect to dual relationships and maintenance of appropriate professional boundaries. Students who are in need of counseling other than academic or career may request or be offered a referral to campus or community resources.

**Faculty-Student Relationships:** Faculty and students are expected to maintain appropriate professional conduct and boundaries as defined in the *NASW Code of Ethics* during the time students are enrolled in the MSW program. This applies on and off campus.

**H. Student Files:**
Student files are maintained in the central office of the department by the secretary. Files include the following: copy of application materials, field evaluations, copies of honors or awards, and any documents the student asks to be kept by the department. A student may view their file by making an appointment with the department secretary. The department office is staffed between 8 a.m. and 4:30 p.m. weekdays. Students do not have access to references where they have waived their right to access.

**I. Statement on Student Research and Publications:**
When a Department of Social Work student plans to engage in research with other student(s) and/ or faculty member(s) a formal proposal is required. Before beginning the project the proposal is signed by all parties involved, and submitted to the Human Subjects Review Board of the University. Proposal content should include statements about the following:

1. A full description of the research, including significant and specific relationship to social work, goals and objectives, procedures or methodologies, preliminary bibliography, budget, estimated number of hours involved, projected date of final report of results and its format.

2. Compliance with all codes for ethical research practices and should include the protecting of human subjects as required by Edinboro University of Pennsylvania Policy Number C026: Protection of Human Subjects.

3. Ownership of the research.
4. Who can and cannot present the research at professional conferences.

5. Who can and cannot publish the research.

6. Who is entitled to first, second, etc., authorship at conference presentations and/or for publication.

J. Evaluation of Academic Performance:
The program uses a uniform grading scale which is published in the graduate catalog on. All course syllabi contain information on course requirements, assignments, and how the grade will be calculated.

K. University Graduate Grading System:
The grading system for the University is described at length in the Catalog of Graduate Studies at Edinboro University of Pennsylvania.

L. Student Participation in Decision Making:
Students are encouraged to participate in the formation and modification of policies affecting academic and student affairs, and in program evaluation in both formal and informal ways. Student input is important and there are a number of ways to participate in the university and MSW program.

The Graduate Social Work Association (GSWA) is a student association supported by the University Student Government Association and member dues. Membership is open to any student enrolled in the graduate social work program. GSWA has bylaws, elects officers, and provides opportunities for social interaction, community and professional service. It appoints representatives to the following department committees and to attend department and program faculty meetings as follows: Department of Social Work Faculty Meeting, MSW Program Meeting, Grade Appeal Committee, and Student Standards Committee.

The Graduate Student Association has an important role in identifying and selecting students to serve on the Graduate Student Council, Graduate Student Advisory Board, Graduate Student Professional Development Board, which administers professional development funds, University Senate, Judicial Affairs Committee, Student Government Association, and numerous university and graduate student task forces that are appointed to review matters affecting graduate student well-being. The Graduate Student Council serves as a student council to graduate studies. Of specific concern are issues related to responsiveness of graduate programming to student needs, policies and practices in the presentation of graduate education. Membership consists of one student representative of each graduate program nominated for a term of office not to exceed two years. In the Department of Social Work, the Graduate Social Work Association nominates the student representative, who is then appointed by the Director of the MSW program.
Students participate in the interviewing process for all searches for new faculty and all students are invited to be present at visits by representatives from the Council on Social Work Education as part of the program’s accreditation and review process.

**M. Registration**
Registration is usually accomplished by the student using the SCOTS system on the Edinboro University of Pennsylvania website. **NOTE:** The field coordinator registers students for the field course after the placement has been arranged.

**N. Grievance and Appeal:**
A process for the redress of academic grievances is available within the framework of academic freedom, the integrity of a course, and the obligation of the faculty to assign grades. In recognition of this, Edinboro University of Pennsylvania has established procedures which are the sole and exclusive means for the redress of an academic grievance, including the change of a student’s grade. Grievances involving alleged acts of discrimination based on protected classes, including sexual harassment, are subject to Affirmative Action procedures.

**Student Appeal Procedure:**
The university policy should the student have a course-related problem, concern or difficulty with an instructor is found in the *Graduate Studies at Edinboro University of Pennsylvania Catalog*. The student first discusses the concern with the instructor. If agreement is not reached, the student may then appeal to the chairperson of the faculty member’s department. Chair, faculty member, and student meet. If agreement is not reached, the student may appeal to the dean and then to the provost/vice president. The President of the University is the final source of appeal.

**Grade Appeal Policy:**
Policy and procedure for appeal of a graduate grade is found in the *Graduate Studies at Edinboro University of Pennsylvania Catalog*. This policy provides for due process if a final grade is erroneously calculated or recorded, or is the result of prohibited discrimination by the course instructor. It provides a remedy in cases where the hearing process sustains the student’s claim. The Department of Social Work has an Academic Appeals Committee which consists of at least three members of the department faculty and two students, all of whom are elected by the department faculty.

Students who appeal a grade must initiate the appeal within 25 calendar days after the beginning of the semester following the issuance of the grade. Summer school does not constitute a semester. With the exception of the grade, no part of this procedure becomes part of any individual’s university record or file.

The appeals procedure follows, as stated in the catalog:

1. The student should initiate the appeal by consulting on an informal basis with the faculty member who gave the final grade. If no satisfactory results are achieved, then the student may continue the appeals procedure.
2. All grade appeals shall be made by the student in writing directly to the faculty member who gave the grade within twenty-five (25) calendar days after the beginning of the semester following the issuance of the grade. A copy of the appeal must be sent to the chairperson of the department in which the appeal is made. Summer school shall not constitute a semester.

3. Should the faculty member find in favor of the student, the grade change form, initialed by the department chairperson, shall be sent within ten (10) University calendar days to the coordinator of records. Should the faculty member find in favor of the grade as given, the student shall be notified in writing within ten (10) University calendar days.

4. Should the student desire, he/she may appeal a negative decision by the faculty member to the Academic Appeals Committee of the department in which he/she received the grade within ten (10) University calendar days after being notified by the faculty member. The appeal shall be made in writing to the chairperson of the departmental Academic Appeals Committee. A copy should be delivered to the department chairperson.

5. The committee shall hold a hearing within ten (10) University calendar days following the student appeal. Both the faculty member and the student involved shall be invited to attend. The committee shall have the power by simple majority vote to decide cases involving grades erroneously calculated or recorded or where prohibited discrimination is alleged. Should the committee find in favor of the student, a recommendation of a grade change shall be sent to the dean of the appropriate school. The dean shall thereafter submit the grade change form to the coordinator of records after the department chairperson has initialed the grade change form. A tie vote of the committee upholds the faculty member’s decision. No student or faculty member shall sit in judgment if he/she is involved in the case. With the exception of the grade, no part of this procedure shall become part of any individual’s (faculty or student) University record or file.

6. In cases where the student alleges that the final grade is based on prohibited discrimination, the student may, within ten (10) University calendar days after being notified of the committee’s decision, appeal a negative decision of the departmental Academic Appeals Committee, in writing, to the president of the University or his/her designee. The president or his/her designee shall hold a hearing within ten (10) University calendar days. The faculty member, the chairperson of the Academic Appeals Committee, the student involved and the University affirmative action officer shall be invited to attend. The president shall have the right to direct the change of the grade where he/she finds that the grade decision was the result of prohibited discrimination.

O. Standards of Professional Conduct:
The Social Work Department takes seriously its responsibility to the standards of the profession, to students, and to clients whom students are being educated to serve. Standards and criteria for academic and professional performance are based on the NASW Code of Ethics and policies of Edinboro University of Pennsylvania.
The Department has adopted Standards of Student Conduct for performance in both field and classroom. Indicators of concern are subsumed under each criterion. Additional information on requirements for professional conduct in Field will be found in the MSW Program Student Field Manual.

The intent of these standards is to assist students to understand and adhere to professional standards of conduct and to values and ethics of the social work profession.

**P. Standards for Student Performance:**

**Attendance and organization:**

*Standard:* Student demonstrates effective organization and completion of work assignments. The student plans and organizes work effectively, turns in assignments or documentation of work completed on time, keeps appointments, makes arrangements for his/her special needs, and attends regularly.

*Indicators of Concern:* The student appears to demonstrate a pattern of poor organizational skills, repeatedly requests extension of time to complete assignments and exams, turns in assignments late or incomplete, has multiple absences from class, has multiple absences from field placement, leaves placement or class early or arrives late on repeated occasions. Please note that unauthorized absence from field placement that places a client or clients at risk constitutes a serious violation of the *NASW Code of Ethics*.

**Conduct/ Behavior:**

*Standard:* The student demonstrates ability to work cooperatively with others. The student actually participates in classes, in learning activities, shows respect for others’ opinions, is open to feedback from peers, supervisors and faculty; demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations-at–risk, conducts him/herself according to the *NASW Code of Ethics*.

*Indicators of Concern:* The student appears to create conflict which impedes learning and/or building effective relationships, is uncooperative/unwilling to participate in activities, is consistently late or leaves early, sleeps during work or class periods or in field, disrupts group process, uses derogatory language or demeaning remarks, appears unwilling/unable to accept feedback, monopolizes discussions, consistently complains about class or field workload to the point of impeding process, evidences discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability etc, or exhibits academic dishonesty.

**Emotional Self Control (Self Understanding):**

*Standard:* Uses self-disclosure appropriately (e.g., seems to have understanding and has resolved the issue he/she is sharing), appears to be able to handle discussion of uncomfortable topics, deals appropriately with issues which arouse emotions; understands the effect of one’s behavior on others.
Indicators of Concern: The student, when engaged in self-disclosure, appears to be working through unresolved issues that recur, the student appears to overreact to, or resent feedback, appears unable/unwilling to control emotional reactions, faculty express concern regarding possible alcohol/drug abuse or mental health issues, verbal threats directed at clients, faculty, staff, or students, demonstrates impaired judgment, decision-making, or problem-solving skills, displays consistent failure to demonstrate ability to form effective client/social worker relationship (e.g. shows judgmental attitude).

Communication Skills:  
**Standard (Written):** The student demonstrates consistency in written communication. Written assignments and documentation in agency records demonstrate good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, logical sequencing and ability to use citations. The student demonstrates ability to write effectively in records, shows command of the English language, and demonstrates use of critical thinking skills.

Indicators of Concern: The student shows difficulty in expressing ideas clearly and concisely, has many errors in the areas of spelling, punctuation, structure, etc., and does not make effort to show improvement, appears to have plagiarized the work of others.

**Standard (verbal, signed with interpreter or through use of assistive device):** The student is able to clearly articulate ideas, thoughts, concepts, etc., has the ability to communicate clearly, has working proficiency of the English language even when this is not the student’s primary language.

Indicators of Concern: The student appears to have difficulty-expressing him/herself, has difficulty communicating so that others can understand, lacks a working proficiency of the language when communicating.

Note: The above is adapted from the University of Northern Iowa MSW Student Handbook and used with permission.

**Q. Student Standards Review Process:**
What follows is the procedure to be followed when a situation occurs involving questionable professional performance/professional behavior. This includes violations of the NASW Code of Ethics.

1. When a faculty member becomes concerned about a student’s performance in a non-practicum class or situation that does not place clients or others immediately at risk, she/he should discuss the issue with the student’s faculty advisor. The advisor will set up a meeting with the student within two working days. If the student agrees there is a problem, the student and advisor will develop a plan/contract within two working days of the meeting. This should include a description of specific behaviors, areas of concern, goals for improvement, specific tasks for achieving goals (i.e. participation in a writing lab), and time limit. The student is given a copy of the contract and informed that no final grade will be given until the contract is completed.
2. If the concern is about performance in field practicum, the faculty liaison will be contacted and will set up a meeting with the student within two working days. The Coordinator of Field Instruction will be notified by the faculty liaison about the concern. Based on the nature of the concern, the Coordinator of Field Instruction may a) take immediate steps to remove the student from the field pending future review, or b) the faculty field liaison and student will develop a plan/contract within two working days of meeting. This will include a description of specific behaviors of concern, tasks for achieving goals, and time limit. The student will be given a copy of the contract.

3. If the concern about performance in field practicum is not resolved according to the contract and within the timeline, the matter shall be referred to the Coordinator of Field Instruction. The Coordinator of Field Instruction may refer the problem to the Student Standards Review Committee or extend the original plan/contract.

4. If the student continues to fail to make significant progress on the plan/contract agreed upon, the faculty liaison and Coordinator of Field Instruction may submit a brief, jointly-written statement to the Social Work Department Standards Review Committee regarding issues and concerns, and can make recommendations regarding the student.

5. The chair of the review committee shall convene a meeting within three working days of receiving the statement. The student is informed, in writing, of the time and date of the meeting.

6. The committee members, faculty member, and the student meet at the designated date and time. Issues/concerns are presented and discussed. If student and committee can not reach a resolution satisfactory to all parties, the committee will decide what action should be taken. Action may include:

   a. Extension of the original plan/contract.
   b. Revision of the original plan/contract.
   c. Referral of student to the University’s Judicial Affairs Committee.
   d. Recommendation to the instructor that a failing grade be given for the course.
   e. Suspension of the student from the Social Work Program for a period of up to one year.
   f. Termination of the student from the program.

The student will be notified within two working days of the Student Standards Review Committee decision. In those cases where the decision is to suspend or terminate the student from the program, the department chair will be notified. The student may appeal the committee’s decision in accordance with the institutional appeal procedures as set forth in the current Edinboro University Graduate Catalog.
Nothing in this policy is intended to contradict or abridge the Student Rights and Responsibilities or other policies or procedures promulgated by Edinboro University of Pennsylvania.

R. Academic Integrity and Conduct:
*Standards of Ethics for Graduate Students* are found in the graduate catalog. The *University’s Academic Integrity Policy for Students* is found at [http://cms.edinboro.edu/departments/judicial/code_of_conduct.dot](http://cms.edinboro.edu/departments/judicial/code_of_conduct.dot)

If a faculty member has a concern regarding a student’s academic integrity, professional behavior, or ethical conduct, she or he should notify the student and the student’s advisor of the concern. If the concern is about behavior in field, the Coordinator of Field Instruction should be notified. The advisor or coordinator of field, as appropriate, should set up a meeting to discuss concerns. The student may request another member of the university faculty or student body to attend as his or her advocate. The goal of the meeting is to develop a written plan to remediate the problem, if substantiated. The plan must allow a reasonable period of time for remediation, but not more than one semester beyond that in which the concern is expressed. The plan should be signed by the student and others as appropriate on a need-to-know basis. This plan will be placed in a file maintained by and accessible only to the Program Director or Department Chair.

The file will be destroyed when there is agreement among signers that the problem has been remediated. If the student does not agree there is a problem, the matter may be referred to the MSW Program Director and/or the Chair of the Department. The Department has a Grievance and Appeals Committee to which grievance and appeals may be directed at any time.

S. Pending Legal Action Against a Student:
A student who has been charged with commission of a felony may be immediately suspended from field placement. A student who has been charged with a crime which would result in question as to their status with respect to Pennsylvania Act 33 (Child Abuse) and Pennsylvania Act 34 (Criminal Investigation) will be suspended pending court adjudication of the alleged offense/s. All crimes occurring within the jurisdiction of Erie County are automatically reported to the university Judicial Affairs Committee. These actions are consistent with university policy.

T. Time to Complete Degree Requirements:
Students must complete degree requirements within five years, in accordance with the Edinboro University of Pennsylvania policy, as in the *Catalog for Graduate Studies*. The full-time MSW program can be completed in two years.

U. Grade of Incomplete:
A grade of incomplete may be issued when work is interrupted because of poor health or other extenuating circumstances for which the student could not have planned in advance. A grade of incomplete must be removed within four weeks following the end of the session or semester, unless written approval granting an extension of this time limit has
been given by the dean. The incomplete grade changes automatically to a grade of “F” if
the work has not been completed during the time period.

V. Leave of absence:
Students who are requesting a leave of absence should consult with their advisor and the
Program Director. The student will be continued in the program’s active file for up to
one calendar year from the time the leave of absence began. After this time, students
should consult with the Dean of Graduate Studies regarding reactivation of their status.

W. Pennsylvania Licensure:

While Edinboro University of Pennsylvania awards the MSW degree, social work
licensure is awarded by the state licensing board of Pennsylvania. Information on
Pennsylvania state licensing is found at http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433170

X. Graduation and Commencement:

Graduation is a two-step process consisting of applying for graduation by submitting a
Graduation Card, and completing all academic requirements for your degree. The administrative
process of degree conferral will indicate your official date of graduation. Your graduation card
should be submitted for the respective semester/session you plan on completing your degree
requirements.

Commencement, on the other hand, refers to the ceremony, officiated by the President of the
University, where you share the excitement and importance of your academic accomplishments
with peers, family, and friends. All summer graduates are invited to attend the December
 ceremony, you should be receiving this invitation to commencement in the mail the beginning of
October. If you have additional questions regarding graduation or commencement please click on
the embedded link.
SECTION IV
Important Documents and Resources

A. Educational Policy and Accreditation Standards
   The Educational Policy and Accreditation Standards can be accessed at http://www.cswe.org/NR/rdonlyres/111833A0-C4F5-475C-8FEB-EA740FF4D9F1/0/EPAS.pdf

B. Social Work Department Faculty Directory:

   Suzanne McDevitt, Associate Professor, Social Work, MSW Program Director
   B.A., M.S.W., Ph.D., University of Pittsburgh.
   Phone Number: 814-732-1585
   E-mail: smcdevitt@edinboro.edu

   David Pugh, Associate Professor, Department Chair, Social Work
   B.S., Youngstown State University; M.S.Ed., Youngstown State University; M.S.W., University of Maryland at Baltimore, Ph.D., University of Maryland at Baltimore.
   Phone Number: 814-732-2022
   E-mail: dpugh@edinboro.edu

   Roselle Scaggs, Assistant Professor, Social Work
   B. A., SUNY-Buffalo, M.S.W., SUNY-Buffalo, Ph.D., University at Buffalo.
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   E-mail: rscaggs@edinboro.edu

   Margaret Smith, Assistant Professor, Social Work
   B.A.S.W., Temple University, M.S.W., University of Michigan, M.P.H., Ph.D., University of Pittsburgh.
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   Hilary Copp, PhD, Associate Professor, BSW Program Director, Social Work
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Christine Rine, PhD, Assistant Professor, Social Work
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William Koehler, PhD candidate, Assistant Professor, Social Work
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Mary McIntosh, PhD candidate, Assistant Professor, Social Work
BS, Florida State University, MSW, Edinboro University, PhD, University at Buffalo (candidate)
Phone Number: 814-732-1103
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Social Work Department Secretary:
Ms. Simone Taylor
Phone number: 814-734-2013
E-mail: staylor@edinboro.edu

C. How to contact faculty:
Faculty teach, advise, provide consultation to community agencies and organizations, visit field agencies, conduct research, publish, and engage in numerous professional and service activities. This means we are often off campus. However, faculty members post office hours and are available at these times and at other times by appointment.

You have been given an e-mail account by the university. This is probably the fastest and most efficient medium for communication between you and the faculty. You should check your Edinboro email account frequently as it is the main means of communication between you and all university departments and personnel. You can access your university e-mail account from home, the library, or any other location where internet/web access is available.

If you do not plan to access your university account regularly, you should set up your university account to forward to the account you use at home--AOL, EarthLink, Yahoo, etc. Communications from the university, graduate program, department, and faculty will be addressed to your university student e-mail account. If you have difficulty setting up your e-mail account to forward to another account, you can call the Help Desk at 732-2111 for assistance.

D. Where to Find Information about University Resources:
The following information can be found in the Edinboro University Pennsylvania Catalog of Graduate Programs: University websites and links, library hours and resources, E-mail and computing services, photocopying, where to register and where to
obtain transcripts, financial aid, services for students with disabilities, and procedures for documenting a disability. The university’s home page at www.edinboro.edu will link you to a wealth of information about the university, policies and procedures, facilities and resources.

E. University Policy on Non-Discrimination and Affirmative Action:
Edinboro University is committed to a policy of equal opportunity for all in every aspect of its operations. The University has pledged not to discriminate on the basis of race, sex, color, age, religion, national origin, disabilities, organizational affiliation, affectional or sexual preference, and marital status. This policy extends to all educational, service, and employment programs of the University. In accordance with this policy, all decisions on personnel actions, the awarding and administration of contracts, and student activities are to be made in a manner consistent with this policy.

F. University Policy on Sexual Harassment:
Edinboro University of Pennsylvania prohibits sexual harassment by all faculty, staff, and students. The University is committed to creating and maintaining a working environment for all University personnel and students which is free of objectionable and disrespectful conduct and communication of a sexual nature, to the extent such behavior is unlawful, or to the extent at a level that constitutes good cause for corrective action. The University will not tolerate sexual harassment. It is the University’s position that any degree of sexual harassment is a warning to termination or expulsion. When sexual harassment is sufficiently pervasive that it manifestly interferes with an individual’s work performance and creates an intimidating, hostile, and/or substantially offensive working or learning environment, substantial disciplinary action is warranted. Nothing in this statement is to be taken to in any way vary the standard of good cause, just cause, or other standard enunciated in any collective bargaining agreement, merit principles policy, or other existing, applicable regulation governing disciplinary action regarding employees or students; nor is the statement to be taken to vary in any way from the legal standards for liability against any party responsible for sexual harassment.

Harassment on the basis of sex can constitute a violation of two federal laws: Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, and its regulation, 34 C.F.R. Part 106.1, which prohibit the University from discriminating on the basis of sex.

A. Sexual harassment is a form of sex discrimination consisting of offensive or inappropriate sexual and/or sexually harassing behavior.

B. Unwelcome sexual advances, request for sexual favors, whether or not accompanied by promises or threats, and other sexual, verbal or physical conduct can constitute sexual harassment when:

- Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of enrollment, employment, or participation in other University activities; or
• Submission to or rejection of such conduct by an individual is used as a basis or substantial factor in assignment, advancement, or evaluation, or in making other academic or employment decisions affecting an individual; or
• Such conduct by a supervisor, colleague, or peer has the purpose or effect of unreasonably interfering with an individual’s academic or work performance or creating an intimidating, hostile, or offensive environment for academic or employment activity.
• Behavior includes comments about an individual’s body, sexually degrading words to describe an individual, offensive comments, off-color language or jokes, innuendo’s and sexually suggestive objects, books, magazines, photographs, cartoons or pictures.

In determining whether the alleged conduct constitutes sexual harassment, consideration should be given to the record as a whole and to the totality of the circumstances, including the nature of the sexual advances and the context in which the alleged incidents occurred. Retaliation against an employee, colleague, or student for filing a sexual harassment complaint is prohibited by this policy, and is grounds for subsequent harassment complaint.

A. It shall be a violation of University policy for anyone who is authorized to recommend or take action affecting faculty, staff, or students:

• To grant, recommend, or refuse to take action for reasons improperly related to sexual favors, or as a reprisal against the person who has rejected or reported sexual advances.

• To disregard and to fail to investigate, or fail to refer to a proper University employee, allegations of sexual harassment whether reported by the person who is subject of the alleged harassment, or a witness, and, when authorized to do so, to fail to take timely corrective action in the event misconduct has occurred.

Whenever there is an abuse of authority or neglect of responsibility involving sexual harassment, the supervisor or other person with appropriate authority is required to take prompt action not inconsistent with discipline provisions of any appropriate policy manual, collective bargaining agreement, or other applicable University policy or procedure.

B. A faculty member, staff member or student alleging sexual harassment, including, but not necessary limited to either a) sexual harassment by anyone with supervisory authority or b) failure by the supervisor to take timely action on the individual’s complaint of being sexually harassed by someone not in a supervisory capacity, (such as a co-employee, a student or a campus visitor), may file a written or make an oral complaint with the Affirmative Action Officer or the University Ombudsperson/Assistant Vice President for Faculty Relations by following the procedures developed by that office.
C. The right to confidentiality of all parties involved in a sexual harassment charge shall be strictly adhered to as it does not interfere with the University’s legal obligation to investigate and take action on allegations of misconduct when brought to the University’s attention and to take corrective action. Those making complaints must understand that the initiation of an investigation, and/or the taking of corrective action, usually require a written complaint and disclosure of details to persons accused of misconduct. There will be no retaliation against those who report sexual harassment or assist the University in the investigation of a complaint. However, the University may take disciplinary action against someone who provides false information during the investigation of a complaint of sexual harassment or unlawful discrimination. Informal action can only be taken when it is consistent with the rights of persons accused of misbehavior. Informal action refers to that which results in a verbal, undocumented admonition. Informal actions do not leave a written record of the admonition.

D. Nothing in this policy is to be taken to modify in any way the existing University procedures for investigation of allegations of misbehavior by any faculty member, other employee or student, or issuance of discipline to them, or appeals from disciplinary action. The University regards this policy as a reaffirmation of a view it has always held that sexual harassment constitutes a basis for disciplinary action that can include, where appropriate, termination of employees or expulsion of students. Nothing in this policy modifies the rights of students or an employee accused of misbehavior or creates any rights regarding them. This policy merely creates a procedure for persons to make complaints, and entitles them to a response from the University. The rights of accused employees and students are derived from other sources such as their respective collective bargaining agreements, or the University’s rules regarding student discipline.

E. The fact that the person accused of harassment and the person complaining of it are the same gender is, in and of itself, not dispositive of the question of whether the action complained about can constitute sexual harassment. Further, in any disciplinary action against a member of the faculty, staff, or a student, the issue shall be whether the particular allegations have been shown to be true, and whether they constitute appropriate cause for any disciplinary action that might be issued. An allegation of sexual harassment under this policy is an allegation of misbehavior. Whether or not the facts alleged meet the definition of sexual harassment under any statutory language, or regulatory language issued by an outside agency does not determine whether discipline may issue. In disciplinary cases, the appropriate question is whether the facts alleged are true, and whether they warrant disciplinary action under the standards established in, another source of policy such as a collective bargaining agreement, Merit Principles Policy or student handbook.

Procedures for reporting allegations of sexual harassment and for taking corrective action follow.
A. **Responsibility of:** Faculty member, staff member, or student:

**Action:** Report sexual harassment to immediate supervisor. If necessary, particularly in University settings where it is unclear as to the managerial authority of a person such as a faculty member or department chairperson who might broadly be called a supervisor, report to the Affirmative Action Officer or the University Ombudsperson/Assistant Vice President for Faculty Relation. Sexual harassment may also be reported to any vice president, assistant or associate vice president, dean or assistant dean.

B. **Responsibility of:** Supervisor receiving complaint of sexual harassment:

**Action:** Notify Affirmative Action Officer or the University Ombudsperson/Assistant Vice President for Faculty Relation who may advise on procedures and required action. The University shall investigate the allegations immediately and, if misconduct has occurred, initiate timely disciplinary action which may range up to and include termination of employment or expulsion in accordance with University policy. If, after ninety (90) days the person who complained has not received a written decision or is not satisfied with the action taken or the University’s decision, he or she may file a written appeal to the Office of the President of the University. The student record includes all materials submitted by the student (excluding reference the student identified as confidential). It will subsequently include the entire student’s course work and field evaluations.

G. **National Association of Social Workers Code of Ethics**

[http://ncsss.cua.edu/Docs/NASWCodeofEthics.pdf](http://ncsss.cua.edu/Docs/NASWCodeofEthics.pdf)

H. **References**


