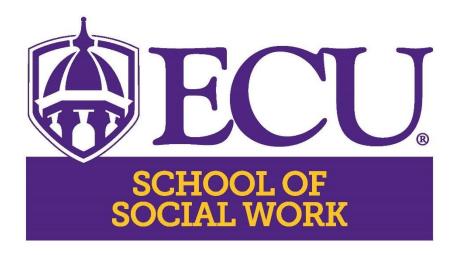# East Carolina University

# STUDENT HANDBOOK

# Master of Social Work (MSW) Program

# EAST CAROLINA UNIVERSITY

Since the passage of the Reorganization Act of 1971 by the General Assembly, North Carolina has one statewide university system consisting of sixteen (16) constituent institutions. The University is governed by the Board of Governors and the University President. Each constituent institution of the University of North Carolina has its own faculty and student body. The chief administrative officer of each institution is the Chancellor. Each constituent institution has a board of trustees composed of thirteen members.

East Carolina University has an enrollment of approximately 28,000 students. East Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation status of East Carolina University.

The School of Social Work is a distinct professional school within ECU's College of Health and Human Performance. The school offers both the BSW degree and the MSW degree in Social Work. The undergraduate program came into existence in the early 1970s and the graduate program began in 1984. Both programs are accredited by the Council on Social Work Education.

## Mission of the School of Social Work

The mission of the School of Social Work is to prepare professional social work practitioners who:

- Recognize the importance of human relationships by valuing difference, sustaining dignity, and fostering self-worth.
- Provide ethical and effective social work services to individuals, families, groups, organizations, and communities;
- Engage with stakeholders and colleagues in the development of practices that reduce marginalization and oppression and solve problems;
- Collaborate with stakeholders, colleagues, community members, and organizations to enhance overall health, wellness, and quality of life; and,
- Advocate for social and economic justice;

Learning takes place in a student-centered environment which promotes the success of all students, including first-generation, non-traditional, military, minority scholars, and caregivers of children and older adults. The School contributes to the development and dissemination of knowledge and develops tomorrow's leaders by preparing graduates with the knowledge, skills, and values necessary to inspire positive change and to succeed in a global, multicultural society. Our signature pedagogy is field education.

**Based upon the mission, the ECU School of Social Work has the following goals:**
1. Prepare graduates to engage in culturally competent, effective, ethical, social work practice with individuals, groups, families, and communities.
2. Create a supportive learning community that recognizes, supports, and honors diversity and difference, especially for students from historically marginalized and oppressed groups.
3. Prepare graduates to be leaders who will collaborate with stakeholders to promote social and economic justice, to reduce marginalization and oppression, and to improve health and well-being for the people of eastern North Carolina and beyond.

4. Conduct and disseminate community-engaged scholarship which contributes to the knowledge base of the profession and promotes effective social work practice.

## I. MSW PROGRAM MISSION AND GOALS

**MSW Program Mission**

The missions of the East Carolina University's Master of Social Work program and the School of Social Work align to educate competent, ethical social workers who can: serve and practice effectively at all system levels, in rural and metropolitan areas, to assist, collaborate with, and empower diverse individuals, groups, families, organizations, and communities, locally and globally, to reach and maintain well-being. The MSW program is guided by a generalist practice and a specialized Clinical-Community Social Work Practice from a Relational Perspective practice, emphasizing an enhanced person-in-environment framework to produce practitioner leaders who practice with upmost integrity to:

-- provide services promoting client healing, ongoing wellness, and the enhancement of quality of life through the combination of clinical and community practice, recognizing that relational networks can assist to empower individuals in deciding and acting for themselves.

-- advocate for, and in collaboration with, clients to create relational solutions that promote social, economic, and environmental justice by intervening with and preventing conditions, including poverty, that limit human rights.

-- appreciate and respect human diversity and cultural significance believing in the dignity, worth and integrity of all individuals and honoring relational inter-dependence and associated responsibilities of caring for self and others.

-- lead in the discovery of novel and creative ways of seeing, understanding, and addressing problems using community and individual resources in tandem with technology and research.

**MSW Program Goals**
1. To prepare students for advanced professional clinical-community practice from a relational perspective based on a social work foundation.
2. To prepare professionals who apply critical thinking and innovation to service delivery.
3. To prepare students for practice that demonstrates a commitment to economic and social justice, the advancement of human well-being, and the celebration of human differences.
4. To prepare professional practitioners to use and develop knowledge relative to the social work profession.
5. Assess, formulate, and advocate for social policies from a relational perspective in the context of clinical community practice.
6. Apply strategies of advocacy and social change to confront oppression and to mitigate the effects of social and economic injustice from local to global settings.

**Learning Outcomes**

Our MSW program supports the concept that professional social work practitioners in human services must have a strong professional knowledge, skill, and value base from which they offer services. Thus, the MSW program ensures our graduates master the following 9 Council on Social Work Education's competencies:
1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.

4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

## II. MSW PROGRAM ACADEMICS

**Generalist Practice**
Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice." (EP 2.0, 2015 EPAS)

The generalist social worker is prepared to perform a variety of actions, including:
- Practice at the micro, mezzo, and macro levels
- Engage diversity in practice
- Advocate for human rights and social, environmental, and economic justice
- Recognize, support, and build on the strengths and resiliency of all human beings
- Engage in research-informed practice and use practice experience to inform scientific inquiry
- Demonstrate a range of prevention and intervention methods
- Work with and for with diverse individuals, families, groups, organizations, and communities
- Apply the Person in Environment Framework
- Promote Human and Social Well-Being at the agency, community, state, and federal policy levels
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Be proactive in reponding to the impact of context on professional practice
- Identify with the social work profession
- Apply ethical principles and critical thinking at all times and in all matters

**Specialized Practice**

*Clinical Community Practice from a Relational Perspective*

The ECU MSW program area of specialized practice is *Clinical Community Practice from a Relational Perspective*. This title identifies two interlocking concepts thatbare equally important to the program. The first is a practice model: Clinical-Community Social Work. The second is a perspective: Relational.

Clinical Community Practice from a Relational Perspective includes a *Clinical Community practice model* in which the individual is understood in relation to his or her community context, and the community is understood in terms of the concrete activities of individuals within the community.

Clinical and community are intertwined, and successful practice requires that the practitioner be able to understand both clinical and community practice.

The second component of our practice model is the *relational perspective*. From this perspective, we focus on how social networks can create, maintain, or help resolve problems in living and promote well-being. We understand that the relationship between the social worker and the client, or members of the client system, is an important factor in the success or failure of the helping encounter. These two components rely on knowledge of generalist practice and enhance the person-in-environment perspective that have been the traditional hallmarks of social work education and practice.

**MSW Curriculum & Degree Requirements**
The curriculum of the Master of Social Work program has been developed in accordance with the policies and guidelines provided by the Council on Social Work Education (CSWE). Due to the sequential nature of graduate professional education in social work, students follow a prescribed course of study according to an established timeline.There are two pathways: Regular Pathway and Advanced Standing. Both are offered full-time in person and part-time online.

**Process for Ensuring Baccalaureate Social Work Graduates Do Not Repeat Previous Achievements:**

The MSW program takes the following steps to ensure that students possessing an undergraduate degree in social work do not repeat previous work:
- Admissions Application: Upon review of each completed admissions application for Advanced Standing received from the Graduate School, the two School of Social Work faculty application reviewers examine the applicant's transcript(s) to determine whether their baccalaureate degree was in social work or another field. If the undergraduate degree is in social work, the MSW Program Director consults CSWE's directory of accredited programs ([www.cswe.org/accreditation/directory](www.cswe.org/accreditation/directory)) to determine if the undergraduate degree was accredited.
- Should a student's undergraduate degree in social work not be earned from a currently CSWE accredited program, the MSW Program Director will check further with CSWE to see if the program had been *previously accredited during the time when the student graduated with an undergraduate social work degree*. Should this be the case, the MSW Program Director will confer with CSWE for advisement on accepting the undergraduate social work degree.
- If the student's undergraduate social work degree was not earned from a currently CSWE accredited social work program nor from a program previously CSWE accredited at the time when the student graduated with an undergraduate social work degree, the student's undergraduate social work degree shall not be honored and the student will be advised to apply to a CSWE accredited undergraduate social work degree program.
- Should a student petition that a course offered in the MSW Advanced Standing Program is a repeat of a course previously taken, the MSW Director will request a copy of that course's syllabus for comparison. Should the course in question be proven to be repeated work, the MSW Director will petition the Graduate School to issue credit toward the MSW degree that previously completed course.

This above process ensures that students entering the MSW program with an undergraduate degree in social work will not repeat generalist practice coursework completed during their undergraduate program. Instead, they advance immediately to the specialized practice curriculum upon program entry.

***Regular Pathway Full-Time In Person*-60 s.h.**
The Full-Time Regular Pathway program, consisting of 60-credit hours, was created for students who have earned an undergraduate degree, other than in social work, from an accredited institutional program. This pathway is offered as traditional on-campus delivery and begins in August.

The initial year, referred to as **the generalist year**, is comprised of 30 semester hours focusing on developing the knowledge, skills, and values necessary to become professional social workers. This generalist knowledge is applicable across different practice settings, problem areas, and population groups. The generalist curriculum includes material on populations-at-risk, human diversity, and social and economic justice, and is provided in courses addressing the areas of human behavior and the social environment, social welfare policy and services, social work practice, and social work research. In addition, a generalist practicum provides students with the opportunity to demonstrate knowledge, skills, and values taught in the first year in a supervised practice setting. Please see https://hhp.ecu.edu/socw/field/ for information about Field Education.

- The Full-Time Regular Pathway Year 1
  - Students complete eight (8) generalist practice courses and an additional elective course for a total of 30 credit hours during the generalist practice year. The generalist practice year is divided into two semesters, fall and spring: five (5) generalist practice courses are taken the first fall semester (totaling 15 credits) and four (4) generalist practice courses during the first spring semester (totaling 15 credits).

The second year, generally referred to as **the specialized year**, builds upon the generalist year, and provides more thorough knowledge of complex policies, practice skills, evaluation skills, human behavior and the social environment, and field education. While the generalist curriculum introduces clinical-community social work, the specialized curriculum enhances the students' understanding of the perspective and further develops their skills for practice.

- The Full-Time Regular Pathway Year 2
  - Students complete eight courses, including two electives, for a total of 30 hours during the specialized practice year. The specialized practice year is divided into two semesters, fall and spring: three (3) specialized courses and one elective are taken in the second fall (totaling 15 credits) and three specialized courses, and one elective are taken in the spring (totaling 15 credits).

Courses to be completed in the Generalist Year:

| Number | Course Title | Credits |
|---|---|---|
| SOCW 6005 | Human Behavior in the Social Environment for the Human Service Professions | 3 |
| SOCW 6009 | Foundations of Social Work and Social Welfare | 3 |
| SOCW 6110 | Foundational Communication and Relationship Capacities | 3 |
| SOCW 6111 | Social Work Practice: Community Foundations | 3 |
| SOCW 6701 | Biopsychosocial: Social Work Perspectives on Mental Health and Substance Abuse Disorders | 3 |
| SOCW 6702 | Social Work's Response to Human Differences | 3 |
| SOCW 6711 | Critical Thinking in Social Work Research | 3 |
| ELECTIVE | Elective at 5000 level or higher | 3 |
| SOCW 6940 | Field Instruction I | 6 |

Courses to be completed in the Specialized Year:

| Number | Course Title | Credits |
|---|---|---|
| SOCW 6112 | Trauma Informed Practice | 3 |
| SOCW 6114 | Group Practice with a Clinical Community Relational Perspective | 3 |

| SOCW 6140 | Advanced Practice: Individuals and Families | 3 |
|---|---|---|
| SOCW 6141 | Advanced Practice: Community Partnerships | 3 |
| SOCW 6950 | Field Instruction II | 6 |
| SOCW 6960 | Field Instruction III | 6 |
| ELECTIVE | Elective at 5000 level or higher | 3 |
| ELECTIVE | Elective at 5000 level or higher | 3 |

*Advanced Standing Pathway Full-Time In Person* **-42 s.h.**

Students who have graduated from a Council on Social Work Education (CSWE) accredited undergraduate social work program, no more than seven academic years prior**,** may apply for admission to the advanced standing MSW program of study. Candidates accepted into the Advanced Standing pathway will be granted credit for 18-semester hours of the regular 60-hour program. Such students are assumed to have mastered the generalist content and have demonstrated the ability to engage in an accelerated learning program.

Students admitted to Advanced Standing status are not required to complete these generalist courses:
- · SOCW 6005 Human Behavior in the Social Environment for the Human Service Professions
- · SOCW 6009 Foundations of Social Work and Social Welfare
- · SOCW 6110 Foundational Communication and Relationship Capacities for Clinical Community Practice from a Relational Perspective
- · SOCW 6702 Social Work's Response to Human Difference
- · SOCW 6111 Social Work Practice: Community Foundations
- · SOCW 6940 Field Instruction I

- The Full-time Advanced Standing pathway consists of 42 credit hours, divided into two summer sessions and two semesters over a year.
  - o Only students who have earned an undergraduate degree in social work from a CSWE-accredited program can apply for and be admitted into the one-year Full-Time Advanced Standing Program.
  - o During the summer sessions, students complete four courses: three social work courses and an elective (approved by the MSW Program Director), for a total of 12 credit hours. Two courses are taken during the first summer session and two are taken during the second summer session.
  - o During the fall semester, students complete four courses: three social work courses including field (6 hours) and an elective (approved by the MSW Program Director) for a total of 15 credit hours.
  - o During the spring semester, students complete four courses: three social work courses including field (6 hours) and an elective (approved by the MSW Program Director) for a total of 15 credit hours.
  - o This pathway is offered as In-person / Face-to-Face / Traditional program option.

The **Full-Time, In Person Advanced Standing Program** begins in May with Summer Session 1. During the summer, Advanced Standing students complete two classes each session.

Advanced Standing Summer 1 and 2 Courses

| Number | Course Title | Credits |
|---|---|---|
| SOCW 6008 | Introduction of Clinical-Community Practice from a Relational Perspective | 3 |
| SOCW 6711 | Critical Thinking in Social Work Research | 3 |

| SOCW 6701 | Biopsychosocial: Social Work Perspectives on Mental Health and Substance Abuse Disorders | 3 |
|---|---|---|
| Elective | Elective at 5000 level or higher | 3 |

These summer courses give the student content required to be prepared for the specialized year, as well as provide a bridge to the specialized year content recognizing that students from other institutions have been accepted and will not have had specialized year content. After completing the above summer courses, Advanced Standing students then join in the same course work as described above in the specialized year for Regular Pathway students.

Specialized Year Courses:

| Number | Course Title | Credits |
|---|---|---|
| SOCW 6112 | Trauma Informed Practice | 3 |
| SOCW 6114 | Group Practice with a Clinical Community Relational Perspective | 3 |
| SOCW 6140 | Advanced Practice: Individuals and Families | 3 |
| SOCW 6141 | Advanced Practice: Community Partnerships | 3 |
| SOCW 6950 | Field Instruction II | 6 |
| SOCW 6960 | Field Instruction III | 6 |
| ELECTIVE | Elective at 5000 level or higher | 3 |
| ELECTIVE | Elective at 5000 level or higher | 3 |

**Part-Time, Online, Regular and Advanced Standing Programs**
Both the regular and advanced standing pathways are offered in a part-time, online option completed over the course of three years. Most courses meet face-to-face in real-time via Webex or Zoom. When classes meet, it is on Saturdays from **9:00 a.m. to 4:00 p.m**.

- The Part-time Regular Pathway consists of 60 credit hours, divided into 3 summer sessions and six semesters over three years.
  - Generalist practice is taught during the first and second years.
    - The first year is organized into two summer sessions (one course per session for a total of 6 credit hours) and a fall and spring semester consisting of two courses each (6 credit hours) for a total of 12 credit hours. During the first year of the three, students complete 18 credit hours.
    - The second year is organized into two summer sessions (one social work course the first session and two electives the next session for a total of 9 credit hours) and a fall semester (2 courses or nine credits, six of which is field seminar) and spring semester (6 credit hours or two courses) for a total of 12 credit hours. During the second year of the three, students complete 24 credit hours.
  - Specialized practice is taught during the third year.
    - The third year of study consists of one summer session (either Summer 1 or Summer 2 for a total of one elective course or 3 credits), a fall semester (two courses or nine credits, six of which is field seminar), and a spring semester (field seminar for six credits). During the third year of study, students complete 18 credits.
    - This pathway is offered as online (distance education) delivery.

- The Part-time Advanced Standing pathway consists of 42 credit hours, divided into 3 summer sessions and six semesters over three years.
    - During the first year, the first three courses occurring during the first summer session, first fall and first spring semesters are generalist practice courses for a total of nine credits.
    - During the second year, students take electives during the summer. During the fall and spring semesters they complete nine credit hours of specialized practice courses in addition to electives if needed.
    - During the third year, students can take elective courses during the summer session and Spring semester if needed. They also complete 15 credit hours of specialized practices courses in the fall and spring semesters.
    - This pathway is offered as online (distance education) delivery.

- Courses are taken sequentially and sometimes concurrently. The courses are sequenced in such a way that beginning with the second year's fall semester, both Advanced Standing and Regular Pathway online, part-time students are taking courses together.

Course matriculation for both Regular and Advanced Standing Pathways

| | REGULAR PATHWAY | ADVANCED STANDING |
|---|---|---|
| Summer 1st year | SOCW 6009 Foundations of Social Work and Social Welfare - online<br><br>SOCW 6005 Human Behavior in the Social Environment - online | SOCW 6008 Introduction of Clinical-Community Practice from a Relational Perspective – online |
| Fall 1st year | SOCW 6702 Social Work's Response to Human Differences - hybrid<br><br>SOCW 6711 Critical Thinking in Social Work Research - online | SOCW 6711 Critical Thinking in Social Work Research – online |
| Spring 1st year | SOCW 6701 Biopsychosocial: Social Work Perspectives on Mental Health and Substance Abuse Disorders - online<br><br>SOCW 6110 Foundational Communication and Relationship Capacities – online | SOCW 6701 Biopsychosocial: Social Work Perspectives on Mental Health and Substance Abuse Disorders - online |
| Summer 2nd year | SOCW 6111 Social Work Practice: Community Foundations – online<br><br>Elective | ELECTIVES* |
| Fall 2nd year | SOCW 6112 Trauma Informed Practice – online<br><br>SOCW 6940 Field Instruction I - hybrid | SOCW 6112 Trauma Informed Practice – online |
| Spring 2nd year | SOCW 6140 Advanced Practice: Individuals & Families – online<br><br>SOCW 6141 Advanced Practice: Community Partnerships – online | SOCW 6140 Advanced Practice: Individuals & Families – online<br><br>SOCW 6141 Advanced Practice: Community Partnerships - online |
| Summer 3rd year | ELECTIVES* | ELECTIVES* |
| Fall 3rd year | SOCW 6114 Group Practice – online<br><br>SOCW 6950 Field Instruction II - online | SOCW 6114 Group Practice – online<br><br>SOCW 6950 Field Instruction II - online |
| Spring 3rd year | SOCW 6960 Field Instruction III – online<br>Elective - online | SOCW 6960 Field Instruction III – online<br>Elective - online |

*Electives may be completed as they fit in a part-time student's schedule and financial situation. However, note that a total of six credit hours of electives (two courses) must be completed by the end of Summer in the 3rd year, in order to be on track to graduate on time. By May of the 3rd year three, 9 credit hours of electives must be complete to graduate. All electives MUST be 5000 level or higher.

Moving between part time and full time programs is not permitted without the prior approval the MSW Program Director and any instructors impacted. As well, moving between programs may impact a student's ability to graduate as planned.

**Policy and Procedure for Independent Study**
Directed individual study (Independent Study) is designed for advanced study.  This should only be used for elective credit. The procedure for initiating a directed individual study is as follows:

1.  Prior to registration, the student and faculty member reach an agreement on:
    a.  The topic that will be pursued
    b.  The specific learning objectives and measurable learning outcomes for the study (Learning objectives) must be linked to MSW program objectives and are subject to review by the Director of Graduate Programs.
    c.  The readings (or areas of literature to be reviewed).
    d.  The assignments to be completed to achieve learning outcomes.
    e.   How the selected topic relates to the student's educational plan of study.
    f.   The procedure that will be employed for reviewing progress and measurable student achievement of outcomes.
    g.  The number of credits to be associated with the study.

2.  **Independent Study Proposal Form:** *Faculty must submit the required form on SharePoint. The Independent Study Form is to be used by all students wishing to engage in an Independent Study, Field Experience, Practicum, or other course in which they work one-on-one with a particular faculty member. PRIOR to completing this form, the student should speak with the potential instructor and work out the details of the course expectations and timelines. The student must be enrolled in the semester in which the independent study work is undertaken. Independent study involves one-on-one mentoring of a student by a faculty member.

    **COURSE SUBSTITUTION:** Independent study should not be used to replace courses that are regularly offered, except in extraordinary circumstances (e.g., two required courses are offered at the same time during a student's final semester before graduation).

**Academic Calendar:**
Academic calendars, including Final Exam schedules, are published annually by the ECU Faculty Senate. You can access these at [Academic Calendars | Faculty Senate | ECU](Academic Calendars | Faculty Senate | ECU)  You will also electronically receive the *Pirate Pearls* graduate student newsletter which contains important date reminders for students.
Significant dates on the calendar:
- When registration begins and ends
- Last day for registration and schedule adjustments (drop / add)
- Last day for graduate students to withdraw from
  term-length courses or withdraw from school without grades, by 5:00 pm; block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
- Last day for graduate students to submit work for removal of incompletes
- Exams for courses
- Holidays

**Graduate Certificates**
The School of Social Work offers two graduate certificates and courses that lead to School Social Work Licensure through the North Carolina Department of Public Instruction. These programs provide students with specialized competencies that create more focused skill sets. The two graduate certificates are open to current graduate students and/or community practitioners that have graduated with a Masters degree from an accredited institution and that are interested in becoming a Licensed Clinical Addictions

Specialist or working with elderly populations. The School Social Work Licensure is open to both undergraduate and graduate social work students who have a desire to become a school social worker. ***Due to the added workload associated with some certificates, the MSW program limits students to one certificate while earning the MSW degree. Students are welcome to return to school after graduating to pursue other certificates as a non-degree seeking graduate student.*** To add a graduate certificate to your course of study, you need to complete the [Request to Add a Certificate (for student currently enrolled)](#) form found on the **Graduate School Forms** website at https://gradschool.ecu.edu/forms/. The student will need to add all courses required including the courses already completed and then submit the form electronically.

*Graduate Certificate in Substance Abuse*
The substance abuse certificate program is designed to provide graduate social work students with the necessary core functions and competencies of substance abuse counseling.  This body of knowledge will allow the students who obtain the certification an opportunity to earn their Licensed Clinical Addictions Specialist (LCAS) credential from the North Carolina Substance Abuse Professional Practice Board (NCSAPPB).  Individuals who are licensed may engage in clinical practice with substance abusing clients.  The courses will be taught both on site at ECU and on-line by credentialed social work faculty. The certificate classes are offered as electives in the graduate social work curricula.

NCSAPPB certifies the Licensed Clinical Addictions Specialist (LCAS).  Students who receive the certificate qualify under NCSAPPB Criteria "C" for LCAS Certification.  After completion of the certificate program, students will be required to meet the additional requirements of Criteria "C" in order to become licensed.  This certificate will **not** waive other NCSAPPB requirements.

The certificate in substance abuse is designed to equip select social work graduate students and community practitioners with specific skills and knowledge in the area of substance abuse counseling. The primary objectives are: to increase the educational knowledge (cognitive) and skills (practice) in substance services for social work professionals. In addition, the program aims to increase the number of substance abuse counselors in the state who are academically prepared to become LCAS practitioners.

**Upon completion of the program requirements students will:**
- Be eligible to apply for Associate Licensure Status LCAS-A
- Be eligible to apply for the LCAS credential with NCSAPPB
- Be eligible for reduction in supervision hours needed to obtain LCAS credential
- Have fulfilled the LCAS 180 hours of substance specific education requirements

**Course Requirements:**
- SOCW 6114 Group Practice with a Clinical-Community Relational Perspective
- SOCW 6701 Bio-psycho-social: A Social Work Perspective on Mental Health & Substance Abuse
- SOCW 6800 Social Work Practice in Substance Abuse Treatment
- SOCW 6801 Clinical Approaches with Substance Using/Abusing Clients
- SOCW 6950 Field Instruction II
- SOCW 6960 Field Instruction III

**Admissions Requirements: for licensure**
- Current enrollment in an accredited Graduate Social Work program or related human service program with clinical application (Final certification at the LCAS level requires the completion of a Master's Degree).

- Completion of four academic courses and one year post graduate supervision if you get SA certificate, by a CCS or CSI.

NOTE: These academic courses can be utilized by others holding a Master's level degree in Social Work or other human services disciplines as partial fulfillment of the NCSAPPB requirements. Such candidates would have to comply with all other requirements for certification by the Board.

**For more information contact**:
Program Coordinator: ***Mr. Michael Daniels***, MSW, LCSW-A, LCAS, CCS, MAC
DANIELSM@ECU.EDU

*Graduate Certificate in Gerontology*
The graduate certificate in gerontology builds upon undergraduate education or work experience through course work in aging studies. The 12 s.h. program includes a 3 s.h. core course and 9 s.h. of selected electives. Please contact Dr. Abby Schwartz for information at schwartza15@ecu.edu

Course Requirements

- **Core Course: GERO 5400/6300 Seminar in Aging Studies (online, only in fall semesters)**
- **Electives 9 s.h. (some example electives below)**
  - KINE 6030 Physical Activity & Aging
  - ADED 6553 Adult Learner
  - ADED 6454 Educational Gerontology
  - MPH 6035: Interdisciplinary Rural Health
  - HDFSS 6022 Perspectives on Death and Dying
  - HDFS 5411 Counseling Elders & Their Families
  - HDFS 6406 Human Development within the Family, Part II
  - SOCW 6800 Social Work Practice in Substance Abuse Treatment
  - GERO 6500 Issues in Service Provision to Older Adults

NOTE. MSW students may use up to 3 s.h. of SOCW 6940, SOCW 6950, or SOCW 6960 if their field placement is in an aging-related setting.

*School Social Work Licensure*
The School Social Work Licensure program is available to qualifying graduate students.  Master's level requirements for completion of this program are:
- Candidates for licensure must hold a baccalaureate and/or graduate degree in social work from a CSWE accredited program and have completed the following courses: SOCW 6004 Social Work Services in Schools (3sh) and SPED 5101 Introduction to Exceptional Children (3sh)
- In addition, candidates are required to complete a two semester (720 hour) field placement in a public school setting under the supervision of a licensed school social worker who holds a graduate social work degree from a CSWE accredited program.

Upon completion of appropriate the social work and education courses (SOCW 6004 and and SPED 5101), and the required field hours in a public-school setting, the student may apply with the North Carolina Department of Public Instruction (NCDPI) for School Social Work licensure. The School of Social Work and the College of Education will recommend licensure upon request from NCDPI. Please contact Dr. Kevin White at whitekev15@ecu.edu for more information.

***Integrated Behavioral Health with Rural Youth***
This certificate equips graduates to work in integrated health settings to address the mental health needs of children and youth in rural communities. It is offered by the MSW, Counseling, Psychology and MFT programs and can be completed through the MSW program's 3 required electives and a May capstone workshop.For more information **click here**.

The certificates website is here: **https://education.ecu.edu/idp/integrated-behavioral-health-with-rural-youth/** You can also contact Dr. Janeé Avent Harris at 252-737-1255 or aventj16@ecu.edu or The MSW Director.

***North Carolina Child Welfare Education Collaborative (NC-CWEC):***
***NC Child Welfare Pre-Service Training Certificate***

The North Carolina Child Welfare Education Collaborative (NC-CWEC) is a unique, statewide partnership focused on improving public child welfare services in North Carolina. The NC-CWEC seeks to strengthen public child welfare services in the North Carolina by increasing the number and diversity of well-trained and highly-committed BSWs and MSWs employed in local Department of Social Services (DSS).

**ECU MSW Collaborative Requirements:**
1. Complete a NC-CWEC online application.
2. Successfully complete SOCW 6112 Trauma Informed Practice. Successful completion is demonstrated by a final grade of B or higher in the course.
3. Participate in a week long, intensive online training prior to beginning field placement.
4. Complete a 2-semester field placement in a NC county department of social services in a child welfare services unit providing CPS or Foster Care Services.
5. Complete NC Transfer of Learning Activities as a part of their child welfare field placement.

Upon graduation NC-CWEC students receive their NC Child Welfare Pre-Service Training Certificate and are awarded one year of employment service credit toward child welfare positions in NC county departments of social services.

Current and prospective MSW students interested in participating in the NC-CWEC at ECU are asked to contact Beth W. Osborne, ECU Collaborative Liaison, at osbornee@ecu.edu to obtain additional information on the application process and requirements.

**Other certificates** that may interest you, outside of the School of Social Work, include:
- Biofeedback Certificate – https://hhp.ecu.edu/rcsc/cap/
- Military and Trauma Counseling - http://www.ecu.edu/cs-dhs/dars/certificates/military.cfm
- Behavior Specialist Certificate - http://www.ecu.edu/cs-educ/sefr/sped/behavior-cert.cfm
- Ethnic and Rural Health Disparities - http://blog.ecu.edu/sites/cer/
- Quantitative Methods for the Social Sciences https://psychology.ecu.edu/graduate/quantitative

# III. ACADEMIC POLICIES
## *All Academic Policies Are Consistent For Both Full-Time and Part-TimePrograms

### Student Development:
### Admissions; Advisement, Retention, and Termination; and Student Participation

## ADMISSIONS

### A. Criteria for Admissions

All applicants to the MSW program are required to meet two sets of minimum requirements for admission consideration: those of the Graduate School and those of the MSW program. Prospective students must have the approval of the MSW Program Director to be recommended for graduate school admission. For those seeking a Master of Social Work degree, final approval for the MSW program is determined by the MSW Program Director. All admission criteria are consistent across all MSW plans of study (pathways) and the two program options.

### ECU Admission Requirements
ECU Graduate School's admission requirements are as follows:
- All applicants are required to submit a completed online application with a nonrefundable application fee.
- Official transcripts are required for all earned post-secondary degrees and all post-secondary course work completed within 5 years of the date of graduate application. Additional transcripts are required for transfer credits in excess of 50% of the credits required for a post-secondary degree. Post-secondary degrees and courses work includes all educational work completed at the bachelor's level or higher.
- An earned bachelor's degree or higher from a U.S. regionally accredited institution, or an equivalent degree from a foreign institution as qualified by one of our pre-approved foreign transcript evaluation servicers before starting at ECU.
- A minimum cumulative undergraduate GPA of 2.70 or greater as calculated by the Graduate School for regular admission consideration. Programs may elect to review applications for candidates who do not meet this criterion for potential admission by exception status under the holistic review process but are not required to do so.
- Official transcripts are required from all foreign institutions attended unless a course-by-course evaluation of the transcript from a NACE accredited agency is submitted.
- English proficiency is required of all applicants whose native language is not English. Students may choose to attend the ECU Language Academy's Intensive English Program instead of taking the TOEFL, IELTS, or PTE, or should they not achieve passing scores:
  - iBT Test of English as a Foreign Language (TOEFL) score of 18 on each section for a total minimum score of 78,
  - International English Language Testing System (IELTS) score of 6.5,
  - A Duolingo score of 115, or
  - Pearson Test of English (PTE) score of 65 (with 60 on each section)
- Letters of reference should be sent from persons who can attest to the applicant's academic competency or ability to do graduate work.

The MSW Program admits international students and follows ECU's policies and procedures as noted above. International students are also required to provide certified evidence of financial resources adequate to cover educational costs and living expenses. The MSW program encourages International

Students to inquire about Graduate Research Assistant positions upon applying. These ECU policies can be accessed at https://gradschool.ecu.edu/international-students/. The ECU Global Affairs program also offers support of International Students. See https://global-affairs.ecu.edu/international-students/.

**Additional MSW Program Admission Requirements**
Admission to the MSW program is selective and determined by academic preparation and applicant qualifications. Prospective students seeking admission must have
- a bachelor's degree from an institutionally accredited college or university;
- a minimum cumulative GPA of 3.0 (4.0 scale); and
- a minimum GPA of 3.0 (4.0 scale) in their final 30 semester hours.

An additional requirement for admission as an Advanced Standing student includes conferral of an undergraduate degree in social work from a CSWE-accredited social work program within the past 7 years.

All applicants to the MSW program must have completed undergraduate coursework in each of the following areas: natural sciences; social sciences; humanities; and mathematics with a minimum grade of C (2.0).
- In the natural sciences, completion of a minimum of 3 semester hours of coursework in human biology. Courses that meet the human biology requirement include general biology (with a health emphasis), anatomy, physiology, reproduction, biology of aging, etc.
- In the humanities, completion of a minimum of 6 semester hours of coursework in English, a foreign language, philosophy, religion, music, art, communications, theater, government, etc.
- In the social sciences, completion of a minimum of 6 semester hours in psychology, economics, political science, or sociology.
- In mathematics, completion of a minimum of 3 semester hours in basic college mathematics, college algebra, or statistics.

Applicants must also have completed 3 semester hours in a social science research course with a significant statistics component, or 3 semester hours of statistics.

Personal Statement Essay
Because social work is a profession concerned with personal growth and social change, applicants are required to submit answers to essay questions as part of the MSW program's application. The capacity to work with people is essential to successful social work practice. Applicants are required to answer questions that serve to identify their personal commitment to social work and their readiness for graduate school.

Application Packet
In addition to the ECU Graduate School application, applicants to the MSW program shall submit the following:
- School of Social Work MSW Program application;
- Three completed references from persons who can attest to the applicant's academic competency or ability to do graduate work;
- Official copies of transcripts from all undergraduate institutions attended;
- Official copy of transcript from institution noting the conferral of undergraduate degree;
- A personal statement essay; and
- A complete resume outlining academic, employment, and volunteer and/or service experience.

No GRE or MAT test scores are required for admission to the MSW program.

Applicants must indicate which MSW program pathway (plan of study) they are applying for (Regular Pathway or Advanced Standing Pathway) and which program option (In- Person Full-Time or Online Part-Time).

The deadlines to apply to the MSW degree program are as follows. Students are encouraged to apply before or by the priority date due to limited seat availability. Once seat capacity is reached, the MSW program notifies the Graduate School, and the application portal is closed until the next academic year.

| Session | Deadline | Session | Deadline |
|---|---|---|---|
| **Fall start:** Regular Pathway Full-Time In Person | MSW Priority Date: February 01 of the program year applying to.<br><br>ECU Graduate School deadline date: August 15 of the program year applying to. | **First Summer Start**: *Advanced Standing Full-Time In Person; *Regular Pathway Part-Time Online; *Advanced Standing Part-Time Online | MSW Priority Date: January 15 of the program year applying to.<br><br>ECU Graduate School deadline date: May 05 of the program year applying to. |

**B. Policies and Procedures for Evaluating Admission Applications:**

**Policies for Evaluating Admission Applications: Graduate School Level**
Application for the MSW program is made through the online Graduate School application portal. The ECU Graduate School oversees the centralized admissions process for all graduate programs except medicine and dentistry. Once an application is complete (online application submitted, fee paid and all supplemental documents received), it is forwarded by the Graduate School to MSW program for review and decision. All applications to graduate school are held within Target X, ECU's application management software. It tracks required documentation submitted as part of the application.

**Procedures for Evaluating Admission Applications at the Graduate School Level:**
Once an application for the MSW program is submitted, the Graduate School assigns an admission application processor to each applicant according to their last name. They assist applicants with applying and serve as the student's primary contact to aid with admission processing.

Each application processor reviews the applications to determine if a student falls above, or below, the minimum Graduate School admission requirements. If the applicant meets or exceeds the minimum requirements, the application is forwarded to the MSW program for review. If an applicant falls below the requirements, their application will still be sent to the program for review but is designated as not eligible for regular admission.

**Policies for Evaluating Admission Applications at the MSW Program Level:**
Completed applications are evaluated by the MSW program based on the following categories:
- academic credentials
- academic performance
- personal statement essay
- writing performance

- recommendation letters
- volunteer/service and/or employment history

It is an applicant's responsibility to ensure that all required application materials have been received by the Graduate School in advance of the final admissions deadline each year. Incomplete applications are not reviewed by the MSW program, nor can they be carried over to the next application year.

Admissions reviews are conducted by the MSW program once a year, not on a rolling basis.

Based on the reviews of two faculty members of the MSW program, the MSW Program Director makes one of the final admissions decisions: admit, admission by exception (contingent/conditional admission), waitlist, and do not admit.

Applicants may be waitlisted for one of two reasons:
- They meet admission qualifications however, their potential for graduate school success, as assessed in the categories for application evaluation, is slightly below other students who have applied or
- They have applied after the priority application date and the program is at student capacity

When a student is evaluated and the decision is *waitlist*, the student name is maintained on a waitlist in Target X until the student is moved from the waitlist into the program or until the waitlist is closed out due to the program reaching maximum capacity and has closed the application portal.

The MSW Program Director enters the admission decision into Target X where the Graduate School makes the final determination.

**Procedures for Evaluating Admission Applications at the MSW Program Level:**
Two full-time faculty review each application for program readiness. If the two faculty reviewers have discordant recommendations, the MSW Program Director's application review will be the deciding and final recommendation. The review of each applicant will be based only on the information provided in the application.

All applications are housed and managed in Target X. Once the application has been approved by the Graduate School, the application will be placed in Target X for the MSW program's review. The Graduate School sends an email to the MSW Program Director and Program Specialist who then assigns applications to faculty for review.

The Program Specialist provides a review matrix to faculty reviewers for each applicant. Admission recommendations are currently assessed on a rating scale of 1-5 in these six areas:
1. Academic Competence or GPA as demonstrated on the transcripts
2. Academic Preparation (e.g., has the applicant had course work that prepares him/her for the study and practice of social work) as demonstrated on the transcripts
3. Transcripts are checked to ensure that baccalaureate social work graduates entering the MSW program will not repeat what has been achieved in their baccalaureate social work program.
4. Resume Work and Volunteer experience in human services
5. Personal Statement essay completion of questions and answer quality in six areas:
   a. Reasons for seeking MSW program admission
   b. Management of life as a student
   c. Congruency of career interests

   d. Knowledge of ethics and the application of ethics
   e. Strengths, skills, and areas of growth (i.e., self-knowledge, honesty, and authenticity)
   f. Writing skills (i.e., Does the student appear to struggle with basic writing skills or does the student show an expected level of writing proficiency for graduate studies?)
  6. Three Letters of References:
   a. Reference source
   b. Content of letter
     i. does it show experience, skills, and values congruent with social work
     ii. does it speak to areas of growth and ability to use critical feedback

The Program Specialist tracks the review of each application (who is assigned to review the application, on what date the application was assigned, the recommendation from each reviewer for each application, when the recommendations were received, and any notes about application contents that the reviewer deems important in explaining their decision). If there are discordant admission recommendations between the two faculty reviewers, the MSW Program Director reviews the application information in whole, including the notes from each of the reviewers, and makes the final admission decision. The final disposition is entered into Target X.

## Diversity, Equity, and Inclusion Admission Considerations
The MSW program strives to insure a diverse, inclusive learning environment including a diverse and inclusive student body, online and in-person, and considers admissions diversity in terms of:
- Age
- Race and Ethnicity
- Disability
- Gender
- First Generation Status
- Military Status (active duty and veteran)
- Workforce needs

## Recommendation for a Different Program Option
Faculty reviewers may recommend that a student be considered for a different pathway (plan of study) from that which they applied. For example, if a student applied for Advanced Standing but appeared to have experienced academic difficulty based on the GPA and transcript course grades, a reviewer might recommend that the student be considered for Regular Pathway. In these cases, the MSW Program Director reviews the application. If the Program Director agrees with the reviewer recommendations, the Program Director contacts the student by email and/or phone and discusses the recommendation. If the student accepts the recommended pathway admission decision, the MSW Program Director updates the application accordingly and the program processes the application for the new pathway (plan of study).

## Admission Decisions
*Admit*: Regular admission indicates that the applicant has met all requirements identified by both the graduate program and the Graduate School.

*Admission by Exception* (Contingent/Conditional Admission):
The MSW program may recommend admission by exception for applicants who do not qualify academically for regular admission but have other off-setting strengths.

There are two types of admission by exception:
1. Admit by exception – Graduate School. This signifies that the applicant did not meet the Graduate School's established GPA and/or English language proficiency minimum requirement for admission consideration, but the MSW program successfully advocated for admission by exception.
2. Admit by Exception – Program. This signifies that the applicant didn't meet the program specific standards that are more robust than those established by the Graduate School to include GPA and/or entrance exam score minimums, required prerequisites, service hours, etc., but the MSW program successfully advocated for admission by exception.

Examples of when the MSW program may recommend admission by exception for applicants who do not qualify academically for regular admission but have other off-setting strength include:
- The applicant's GPA is lower than 3.0 but personal statement essay answers and recommendations are strong.
- The applicant's GPA is lower than 3.0 but the personal statement essay conveys extenuating circumstances occurring while previously in school, such as active-duty military deployment, personal injury, unexpected necessary care-taking responsibilities, or other life events impeding successful academic performance. Personal statement essay responses and recommendations are strong.
- The applicant's GPA is lower than 3.0 but applicant's personal statement essay and recommendations are strong AND applicant may be a member of a traditionally marginalized group, *such as* a veteran, a non-traditional student, or a first-generation student.

Admission by exception, either type, requires the student to earn a minimum 3.0 GPA in the first 9 or more completed hours and successfully complete any other conditions outlined by the program to remain eligible to continue in the program. A hold is placed on the student's registration for the subsequent term until grades are posted and can be evaluated by the Graduate School. Students admitted by exception can attain full graduate standing after completion of 9 or more graduate credit hours with a minimum GPA of 3.0.

The MSW Program Director must supply the Graduate School an explanation of why the student was admitted by exception. When a student is admitted by exception, the MSW Program Director contacts the student by email and/or phone and discusses the recommendation. If the student agrees, the MSW Program Director will track the student's progress while on probation.

*Waitlist*:
The MSW program is allowed a fixed number of new students annually to remain in compliance with accreditation standards regarding ratio of MSW students per MSW faculty. For this reason, the MSW program recommends applying by the priority deadline date to give applicants the best opportunity to be allowed into the program and not be placed on the waitlist. Therefore, applicants who apply after the priority date, and who are declared eligible for the program, run a high risk of being placed on a waitlist. These students risk needing to apply for the next admission cycle. When the program announces that it is at capacity, the waitlist will be closed out and the application portal will no longer accept applications. Any remaining applications will be closed out and those applicants will need to reapply as well for the next admission cycle. These students may re-apply before the application deadline of the next admission cycle and can request an application fee waiver from the Graduate School. When a student is placed on

the waitlist, the MSW Program Director contacts the student by email and/or phone and discusses the recommendation.

However, there are times when an admitted student, guaranteed a seat in the program, decides to decline the admissions offer. As this student leaves the program, a seat becomes available. Students from the waitlist are eligible to be admitted. We consider the waitlisted students' potential for graduate study success as compared to others on the waitlist (GPA, application personal statement essay responses, and strength of recommendations). Based on applicant review, we offer the available seat to the best candidate(s).

*Do Not Admit*:
Denial of admission indicates that the applicant has not met all requirements identified by both the MSW Program and the Graduate School, nor could they be considered for admission by exception (contingent/conditional admission).

Deferral or Change of Term
There are times when students are admitted to a degree program but need to extend or defer their start date to a future time. Students who think that beginning their degree later is best for their needs can request the MSW Program Director to submit a Change of Term request on their behalf to the Graduate School. A deferral can be made for one academic year. During the time between requesting the change and returning to the program, the student's seat in the program is guaranteed and there is no need to reapply.

**C**. **Policies and Procedures for Notifying Applicants of the Admission Decision**

**Policies:**
Applicants who are admitted, admitted by exception (contingent/conditional admission), waitlisted, or denied admission into the MSW program are notified by the Graduate School. This notification occurs after the MSW Program Director enters the final admission recommendation into Target X. An email is auto-generated from the Graduate School, notifying applicants of the decision. For applicants offered admission to the MSW program, they are prompted to render a response within 10 business days:

Respond to Your Offer of Admission
If your program extended an offer of admission, the Graduate School requests a response to that offer. Log into your Self-Service Center account, select the Applications icon from the top menu, click on decision letter, then within the actual decision letter you'll see instructions telling you to click on the "respond" button located on the top right-hand corner of the letter. Once you do that, you'll have two options to choose from:

Accepted – I hereby confirm my intent to enroll as a graduate student at East Carolina University

Declined – I will not enroll and hereby forfeit my acceptance as a graduate student at East Carolina University.  I understand that if I change my mind, I must submit a new application.

Once the admissions decisions are finalized, students are sent an email by the MSW Program Director welcoming them, outlining the next set of processes which include course registration, financial aid, and

information about student orientation. The student is prompted to notify the Graduate School and the MSW program if they intend to accept the offer of admission. The student is allowed ten days to respond before receiving a follow-up email from the MSW program.

There is no formal appeal process, however, if a student would like information about improving their application to meet the standards for reapplying the next cycle, they may contact the MSW Program Director.

**Procedures:**
Applicants have ten days to respond before receiving a follow-up email from the MSW Program Director. The MSW program also attempts to contact the student first by email and then by phone. If there is no contact with the student, nor any response from the student within the next five business days, it is assumed that the student is not going to accept the admissions offer and the application is closed.

When students decline a MSW admission invitation, the MSW Program Director emails that student and offers a deferral of admission if the decision to decline is related to current circumstances rather than the decision to attend another master's social work program.

D. **Policies and Procedures for Notifying Applicants of Any Contingent Conditions Associated With Admission**

**Policies**
*The MSW program allows admission by exception* (contingent/conditional admission).
As applicable, the MSW program notifies all applicants admitted by exception of contingent conditions as part of the application notification email from the Graduate School which states: *Students are required to achieve a 3.0 GPA during the first 9 credit hours completed to remain in the program. There will be a hold placed on their account that will restrict registration until the Graduate School has received notification of the completion of the 9 credit hours with a 3.0 GPA.*

The MSW program notifies all applicants admitted by exception of contingent conditions in an email following the notification from the Graduate School.

Failure to achieve conditional/contingent requirements to continue in the program following admission results in a student's admission by exception acceptance being withdrawn.

**Procedures:**
When students are admitted by exception, they are contacted first in an email from the Graduate School defining the term "admission by exception" and the Graduate School's academic requirements for the student to remain in their program. This is immediately followed with an email from and/or phone conversation with the MSW Program Director to discuss the terms of admission and a plan for successfully meeting the conditions, inclusive of resources that the student can choose to utilize. All terms from the Graduate School and the MSW program will be included in the communications. As stated by the Graduate School in student correspondence, the student is *required to achieve a 3.0 GPA during the first 9 credit hours completed to remain in the program. There will be a hold placed on their account that will restrict registration until the Graduate School has received notification of the completion of the 9 credit hours with a 3.0 GPA.*

The MSW Director will schedule an advising appointment with the student to review the expectations of contingent admission as outlined by the Graduate School and as supported by the MSW program. Following this meeting, the student will receive a letter from the MSW Program Director reviewing the academic expectations and any other information spoken about during the meeting including resource access. The letter will also contain the consequences for not being able to meet the expectations, which will be dismissal from the program.

The MSW Program Director facilitates a referral process to any services the student might need to successfully meet the conditions set forth in the given timeframe. Per the Graduate School, the probationary period will last for the term(s) in which the next nine credit hours are attempted. Services may include the University Writing Center, time management support, the Purple Pantry food distribution centers, and/or counseling and well-being services. There are also nearly 500 student organizations available with many offering religious, ethnic, and cultural involvement that can be supportive as well. The MSW Program Director, as well as other faculty and staff, are also available as resources.

The MSW Program Director tracks the student's progress in meeting the conditional terms, reporting to the Graduate School when needed. If the student shows progress within the given timeframe, and appears to be meeting academic standards, the conditional status can be lifted. Should the student not meet the academic standards of the Graduate School and MSW Program, the student will be notified of university and program dismissal.

**E. Policies and Procedures Used for Awarding Advanced Standing**

**Policies:**
Only applicants who have earned an undergraduate degree in social work from a CSWE-accredited program may be admitted as Advanced Standing students. The undergraduate social work degree must be earned no more than seven academic years prior to application to the MSW program

Conferral of a baccalaureate degree in social work from a CSWE-accredited program does not constitute automatic admission into the MSW Advanced Standing program.

Applicants who apply to but are not granted admission as Advanced Standing students are eligible for Regular Pathway admission consideration in the same admissions year.

**Procedures:**
Official transcripts from all undergraduate institutions attended are required for MSW program admissions applications. An administrative review of each completed application is conducted by either the MSW Program Director Program Specialist
prior to sending the application to the faculty reviewers. As part of the administrative review, transcripts are screened to confirm that a bachelor's degree in social work from a CSWE-accredited program degree has been awarded or is expected to be earned soon for applicants graduating in the same spring as they apply to the program.

The review of applications requesting admission as an Advanced Standing student is conducted in the same manner as applicants seeking admission to the Regular Pathway. Two faculty reviewers assess applicants for Advanced Standing on a rating scale of 1-5 in these six areas:

1. Academic Competence or GPA as demonstrated on the transcripts

2. Academic Preparation (e.g., has the applicant had course work that prepares him/her for the study and practice of social work) as demonstrated on the transcripts
3. Transcripts are checked to ensure that baccalaureate social work graduates entering the MSW program will not repeat what has been achieved in their baccalaureate social work program.
4. Resume Work and Volunteer experience in human services
5. Personal Statement essay completion of questions and answer quality in six areas:
    a. Reasons for seeking MSW program admission
    b. Management of life as a student
    c. Congruency of career interests
    d. Knowledge of ethics and the application of ethics
    e. Strengths, skills, and areas of growth (i.e., self-knowledge, honesty, and authenticity)
    f. Writing skills (i.e., Does the student appear to struggle with basic writing skills or does the student show an expected level of writing proficiency for graduate studies?)
6. Three Letters of References:
    a. Reference source
    b. Content of letter
        i. does it show experience, skills, and values congruent with social work
        ii. does it speak to areas of growth and ability to use critical feedback

Should either faculty reviewer see information on an application that causes them to question the student's readiness for Advance Standing, the reviewer(s) can make a *Recommendation for a Different Program Option* recommending that the student be considered for the Regular Pathway. Reviewers enter these recommendations into Target X. When both reviewers recommend Regular Pathway or if there are discordant admission recommendations between the two faculty reviewers, the MSW Program Director makes a thorough review of the application, including faculty reviewer notes, and makes the final admission decision, entering the decision into Target X.  If the final decision is to admit the student into the Regular Pathway program, the MSW program Director contacts the student via email and/or phone to discuss the recommendation, including any conditional conditions, if applicable.

**F. Policies and Procedures Concerning the Transfer of Credits**

**Policies**
The MSW program permits the transfer of social work course credits. For students transferring from a CSWE-accredited program, courses they have completed (required and elective) are reviewed for course equivalency to ECU's MSW program and are approved or not approved as equivalent by the MSW Program Director.

An applicant who wishes to transfer from another CSWE-accredited MSW program must complete the same admissions process and meet the same admission requirements as other degree candidates. A formal written request to the MSW Program Director for transfer of credits must be made at the time of application for admission. Applicants must submit transcripts, syllabi for courses and/or course descriptions pertaining to credit to be considered for transfer. Students provide documentation to the MSW Program Director. Only courses from CSWE-accredited programs are given consideration. No field placement or practice course credit hours will be accepted for transfer.

Applicants considering transferring into the MSW program may be accepted from another graduate social work program under certain conditions:
- Social work transfer credit must be graduate-level coursework taken after earning a baccalaureate degree.

- Coursework must have been completed at a graduate social work program accredited by CSWE.
- Coursework must have been completed within five (5) years of making application to ECU's MSW program.
- Student must have received a minimum grade of B (3.0 on 4.0 scale) on transferred coursework.
- Transfer students must meet any generalist practice requirements not already completed by taking the required courses or passing proficiency examinations
- Transfer students must take a minimum of 80 percent of their required semester hours in residence at East Carolina University.

Applicants may request up to 12 semester hours be transferred from another eligible graduate degree social work program. The MSW Program Director approves any transfer credit. At times, it is possible to count transfer credits as MSW degree required elective course credits. The MSW Program Director will inform the applicant of the specific courses accepted for transfer and their ECU Master of Social Work equivalents, in writing. No practice or field courses will be accepted for transfer.

Transfer Credit:  Non-Degree Student Status
A maximum of nine-semester hours of 5000 or higher credit with grades of "B" or above may be transferred as possible elective credit. Students must request consideration of transfer credit after admission to the program in writing to the MSW Program Director.  The MSW Program Director will inform the student, in writing, of the final determination regarding acceptance of transfer credits.

Non-Social Work Transfer Credit
After official admission into the MSW program, the person seeking non-MSW graduate transfer credit will be required to submit official transcripts to the Graduate School and provide documentation to the MSW Program Director (transcripts, course descriptions/syllabi, bibliographies, catalogue descriptions, etc.). The Program Director will determine which, if any, courses can be considered for transfer. A maximum of nine-semester hours of 5000 or higher credit with grades of "B" or above may be transferred as possible elective credit.

No credit hours completed as part of a previously earned master's degree can be counted toward a second master's degree.

**Procedures**
An applicant who wishes to transfer from another CSWE-accredited MSW program is required to meet the same admission criteria and complete the same admissions process as other applicants to the MSW program. The applicant must submit a formal written request to the MSW Program Director to transfer credits at the time of application for admission.

The MSW Program Director completes the following to determine which courses may be transferred for credit:
- Confirms that the other institution's baccalaureate program was accredited by CSWE at the time the course was taken using the accreditation directory (https://www.cswe.org/accreditation/about/directory/).
- Reviews the student's request to transfer credit from another institution form
- Reviews the student's transcripts to ensure a grade of B or higher in the courses the student seeks to transfer, including an overall GPA of at least 3.0.

- Reviews syllabi including competencies addressed in each course, and course descriptions from the other institution's course catalog to determine equivalency.
- When necessary, the MSW Program Director sends an email to the applicant asking for course catalog descriptions and syllabi of courses being requested for transfer. Any additional information beyond this may be requested as needed on a case-by-case basis.
- After deciding which, if any, courses are eligible for transfer to the MSW program, the MSW Program Director submits a petition for acceptance of that credit to the Graduate School using the plan of study tracking program *Degree Works*. If accepted by the Graduate School, the credits are added to the student's transcript and marked as completed course credit toward the completion of the MSW degree.

## F. Policy for Not Granting Credit for Life Experience or Previous Work Experience

**Policy**
The ECU MSW Program does not grant social work course credit for life experience or previous work experience.

The MSW program informs students and other constituents of this policy in the following ways:
- On the *Find Your Program* webpage for Social Work: College of Health and Human Performance
- Masters of Social Work website
- MSW Student Orientation

## ADVISEMENT, RETENTION, and TERMINATION

## Policies and Procedures for Academic Advising

**Policies:**
All students enrolled in the MSW program receive academic advising. The goal of MSW academic advising is to assist students in achieving success. This is accomplished by providing guidance and strategies for achieving academic goals and connecting students with campus and community resources where needed. Academic advising is provided by the MSW Program Director.

Academic advising by the MSW Program Director consists of three components:
- Communication about and assistance with course selection and registration
- Monitoring students' academic performance each term and plan of study progress
- Providing as needed support throughout the academic year

Academic advising consists of the following activities:
- assisting students with course plans and class registration per academic term
- aiding with schedule revisions,
- petitioning for transfer credits, course substitutions or exceptions,
- applying for changes of term, withdrawals, and leaves of absence,
- preparing to return from withdrawals and leaves of absences,
- auditing course completion toward graduation through Degree Works,
- approving requests to add a certificate
- monitoring grades and maintaining contact with instructors,
- graduation details and how to apply for graduation

- enrolling students in the CANVAS MSW Orientation course
- planning and conducting new MSW student orientations
- providing advice on other academic related matters, and
- referring to supportive services when needed

**Procedures:**

Academic advising begins when an applicant is admitted to the MSW program. Following admission, the MSW Program Director sends all students an email advising them of needed academic information:

- identification of and contact information for the MSW Program Director as their academic advisor
- their plans of study for the entire program
- registration timelines
- specific courses and course sections needed per academic term
- available School of Social Work electives per term
- DEI recommended elective options
- non-social work certificate information
- websites for registration and instructions to register
- financial aid timelines and graduate student financial aid websites

Emails are sent by the MSW Program Director on a continuous schedule, after students are admitted, until they graduate:

- Students are sent emails during the fall semester containing registration information for the spring semester. This email contains the plans of study and information on upcoming spring semester courses and sections to register for, as well as information about elective courses. Reminder emails continue to be sent for timely spring semester registration.
- During spring semester, emails are sent to admitted students containing information about summer courses and sections to register for and any summer social work electives.

Prior to the beginning of each academic term, the MSW Program Director and Program Specialist audit course rosters to ensure accurate student registration.

Each academic term, the MSW Program Director emails all MSW faculty seeking feedback on student performance. Should any faculty member express concern about a student's academic performance, the student is contacted by the MSW Program Director by email to inquire about any needed academic advising services. Faculty are also advised to utilize the *ECU Starfish* early alert system for providing students feedback on their progress in courses. Should additional supportive services be needed and/or requested, the MSW Program Director responds by referring the student to appropriate advising services.

The MSW Program Director also enrolls all incoming students in an MSW Orientation CANVAS course. This course introduces students to the necessary information for the MSW program, including academic advising services and supports. Students receive an invitation from CANVAS to join the course once they are enrolled.

## Policies and Procedures for Professional Advising

**Policies:**

Professional advising is coordinated and offered to students by the MSW program, including the MSW Program Director, the School of Social Work as a whole, and the Office of Field Education.

Professional advising includes assisting students in identifying their preferred areas of future practice and career opportunities; offering suggestions for and connecting students to professional development; offering educational and extracurricular experiences to enhance career opportunities. Additionally, informal professional advising may occur when students and faculty have shared academic or research interests and may meet to discuss topics related to academic or career interests.

Professional advising is primarily provided to MSW students via open office hours, and MSW faculty, including the MSW Program Director, must offer a minimum of five office hours per week each semester. These hours are included in faculty syllabi, on faculty office doors, and the School of Social Work (SOSW) main office maintains a list of faculty's office hours each semester. Students may also initiate requests from faculty for professional advising outside of their designated office hours. MSW part-time instructors also provide office hours mostly upon request given their employment in other social work settings. As practitioners, part-time instructors provide additional opportunities for professional advising to students to bridge their educational learning with the practice community.

Certificate coordinators provide job outlook statistics, certification guidance, and workforce information to students seeking a certificate. These coordinators work with MSW students to ensure certificate completion.

Other opportunities for professional advising by the MSW program include support and guidance through the Office of Field Education, networking opportunities and engagement in faculty projects and research, engagement in training/liaison programs offered at ECU and NASW-NC, and via funding support for students through the SOSW to attend professional conferences and related opportunities, to name a few.

**Procedures:**
Students may seek professional advising from any MSW faculty member, the MSW Program Director, part-time instructors, Certificate coordinators, and/or Office of Field Education staff. In addition to speaking with social work faculty and staff, professional advising is provided in the following ways:
- Open office hours with faculty members and/or the MSW Program Director.
- A bi-weekly MSW student newsletter emailed from the MSW Program Director with information and links to trainings, scholarships, special networking or advocacy events, NASW and CSWE career news, social work employment opportunities, and other MSW news.
- Doctoral degree educational information provided by the MSW Program Director.
- MSW students may also pursue research projects of their own with the support of MSW faculty. This includes applying for Graduate Research and Creative Activity (GRCA) Awards that provide funds to support faculty-mentored research and creative projects undertaken by graduate students. GRCAs include funds to pay for supplies and materials to support the project, travel to the site of the project and a stipend for the student. Awardees complete final reports and are encouraged to present their findings at Research & Creative Activity Achievement Week. Students receive additional research-focused professional advising as they develop their GRCAs and carry out their research projects and presentations.
- The School of Social Work Student Professional Development Funds: As noted in Accreditation Standard 3.1.10, these funds are designed to support MSW student development in leadership and scholarship. Examples include funding for registration fees for conference registration to develop research and/or leadership skills and professionalism (e.g., NASW, CSWE, Society for

Social Work and Research). These funds support students in building connections with other professionals and professional organizations.

- NASW-NC Student Liaison Program: MSW students may serve as a NASW-NC student liaison and serve as a link between the MSW program and NASW-NC, in addition to becoming advocates for the social work profession. Liaisons are a voice for NASW to convey the importance of the work NASW does on behalf of the social work profession both at the national and state level. Student liaisons developing professionalism within their role and gain additional advising from NASW-NC members and staff. Some key activities include: 1) Distributing membership information to both classmates and faculty, 2) Attending monthly one hour Zoom meetings with liaisons across the state, and 3) Informing NASW-NC of current events going on at their MSW program.
- Introductions to graduate school representatives and social work professionals when attending conferences with faculty.
- MSW Faculty Research and Community Project Opportunities: MSW faculty are engaged in various research and community-based projects, and some maintain an open-door policy for graduate students seeking additional learning opportunities.
- Interprofessional Educational opportunities organized collaboratively between The School of Social Work, The MSW program, Brody School of Medicine Simulation Lab, Brody School of Medicine Medical Student Education, ECU Allied Health Sciences, the College of Nursing, Center for Telepsychiatry and e-Behavioral Health, and the Eastern Area Health Education Center. These opportunities for learning alongside other healthcare providers widen social work students' perspectives about jobs in the healthcare field, nurture relationships between students and potential employers, and provide encouragement to students to further their education post-master's degree for specialization and life-long learning.

In addition, staff in the Office of Field Education offers professional advising through:
- Career and Resource Fair. The Fair provides students a chance to meet with organizational representatives to learn about social work career options, employment opportunities, and available community resources.
- Professional development lecture series six times annually. The ECU School of Social Work Professional Development Series is designed to serve the continuing education interests of ECU students, alumni, practicing social workers and other professionals in the human service field. This creates a perfect opportunity for networking.
- Resume workshop.
- LCSW student workshop using the LEAP program.
- All students are required to participate in a weekly Field Seminar while they are in an internship. The seminar promotes the integration of knowledge and practice, development of the professional role, and application of social work values and ethics. It provides an opportunity for students to learn from each other and provides peer support. This field seminar is led by ECU School of Social Work faculty and meets during the days students are not in their field placements. The seminar instructor is the primary liaison between the ECU School of Social Work and the placement agency. Seminars may include assignments such as readings, process recordings or case studies.

**Evaluating Student's Academic Performance**

**Policies:**

The MSW program policy requires that students maintain a semester GPA and an overall GPA of 3.0. Students who fall below this GPA may be removed from the program or may be put on academic probation and then terminated after the 2nd or following semester should grades not improve to the level needed. This decision is at the discretion of the MSW Graduate Director and the Graduate School.

In addition, it is MSW program policy that students cannot earn more than one C during their course of study or rather, from program entry through graduation. Students earning more than one C (earning a C in two three-credit courses or earning one C in a field practicum course, which is counted as a six-hour credit course) will be dismissed from the program. A student who earns an "F" in any class will be immediately dismissed from the program.

**Academic Performance Evaluation Criteria***:*

Satisfactory academic performance is evaluated using a 7-point grading scale and criteria:
- The MSW program policy requires that students maintain a semester GPA and an overall GPA of 3.0. Students who fall below this GPA may be removed from the program or may be put on academic probation and then terminated after the 2nd or following semester should grades not improve to the level needed. This decision is at the discretion of the MSW Graduate Director and the Graduate School.
- In addition, it is MSW program policy that students cannot earn more than one C during their course of study or rather, from program entry through graduation. Students earning more than one C (earning a C in two three-credit courses or earning one C in a field practicum course, which is counted as a six-hour credit course) will be dismissed from the program. A student who earns an "F" in any class will be immediately dismissed from the program.
- Students must also adhere to ECU's Academic Integrity Policy

The MSW program uses one 7-point grading scale for MSW students in all courses:

| Grade | Distribution |
| --- | --- |
| A | 93-100 |
| B | 85-92 |
| C | 77-84 |
| F | Below 76 |

**How Students are Informed of Academic Performance Criteria:**
The evaluation criteria are shared with MSW students in several ways:
- Course syllabi
- MSW orientation
- MSW Academic Advisor sessions when discussing academic performance
- Faculty also notify students of this policy if they are at risk of earning lower than a B in a tier/core course

**Procedures:**

To ensure that the policy above is adhered to, the following procedures are implemented each semester:
- Every academic term, MSW Program Director emails faculty about student performance and follows up with instructors and students according to feedback

- Faculty are also encouraged to utilize the ECU STAR student achievement tracker that sends feedback to students about their course progress
- Faculty evaluate and track student grades through course assignments in the syllabi.
- When faculty become concerned about a student, they are first to engage the student in problem resolution discussions
- Should a student present with the need for Title IX-related considerations (pregnant and parenting student needs), the student and instructor will work with Title IX coordinators to create a plan of accommodations to the extent possible.
- Should the student disclose a disability to the instructor for which the student has not presented an ADA accommodation letter for, the student is encouraged to connect with the Department for Disability Support Services.
  - ADA Letters of Accommodation will be honored to the extent possible without the elimination of learning. In nearly all circumstances, a course activity substitution can be negotiated between instructor and student when necessary.
  - A plan for accommodation will be negotiated, outlining instructor and student responsibilities, and be signed by both parties.
  - Instructors can find accommodation resources at https://accessibility.ecu.edu/faculty-staff/resources/
- If there are no resolutions or the agreed upon resolutions fails to succeed, the student is referred to the MSW Program Director
- Should further consultation be needed, the student is referred to the School of Social Work Director
- Should no resolution be reached at the Director level, the student will be recommended for dismissal
- Students can appeal individual assignment grades through the Graduate School, but not final grades.

At the student and faculty level, faculty may give the student an *Incomplete* on an assignment or in a course with a plan for the student to complete unfinished work to receive a grade before the next semester or summer session begins. Grades of Incomplete will automatically defer to an F after one year. If the student and faculty are unable to reach an agreement or if the student is unable to follow through on the agreement, the student meets with the MSW Program Director and options for moving forward are discussed: *term withdrawal, extenuating circumstances withdrawal, leave of absence, or dismissal from the program due to academic performance*.

Incompletes
MSW Program policy and ECU academic policy recognize that course grades of "*incomplete*" are assigned at the discretion of the course instructor. Due to the sequential course schedule of the MSW program, it is MSW program policy that social work instructors require that a student remove their grade of *Incomplete* within one semester to continue forward in the MSW program. If an Incomplete is assigned for a generalist course, a student will not be able to continue in specialized year practice or field courses while having an Incomplete on their record. If a grade of Incomplete is given, students must inform the Director of Graduate Programs of their status. To remove the Incomplete, the instructor must complete a grade change online. A student cannot graduate with an "I" on their transcript. The student receives a grade of *Incomplete* on a course outside of social work, the ECU Graduate Academic Policy on grades of *Incomplete* applies: "The grade of "I" must be removed within one year or it automatically becomes an "F". (Failure) per ECU Graduate Academic Policy (https://catalog.ecu.edu/content.php?catoid=26&navoid=2317#Removal_of_Incompletes).

Term Withdrawal: Admission and Readmission
The MSW program follows the ECU Academic Policy on *term withdrawal*. Students are allowed to withdraw from one or from all courses. A graduate student withdrawing from the university, or from a course, by the last day for graduate students to drop courses without grades will not receive grades in university courses withdrawn from for the semester. If a MSW student withdraws from one course, the course will need to be retaken and passed with a B or better before the student is allowed to move forward in their MSW plan of study. However, if the course rotation is such that the student will not be able to retake the course until one or more semesters have passed, the student will be advised to withdraw from all courses and take a leave of absence until the next program cycle. A graduate student withdrawing after the last day for graduate students to drop courses without grades will receive a grade of F for all university classes which the student is failing at the time. For the MSW student, this would mean the student is dismissed from the program. Students are allowed to reapply to the MSW program after one academic year. A letter of withdrawal is written by the MSW Program Director and shared with the student, the Graduate School, and the Director of Field. Students are permitted to reapply to the MSW program after one full academic year, including summer sessions. Students planning on re-applying are encouraged to remain in contact with the MSW Program Director to assist in facilitating the reapplication process. See https://catalog.ecu.edu/content.php?catoid=21&navoid=1848#Withdrawal.

Extenuating Circumstances Withdrawal
The MSW Program follows the ECU Academic Policy for Extenuating Circumstances Withdrawal, which is for graduate students and is overseen by the ECU Dean of Students Office. Students can apply for an Extenuating Circumstance Withdrawal after the course adjustment period has passed. Extenuating Circumstance Withdrawals are reviewed by a committee and are granted only for unforeseen and uncontrollable events and are over and above the course of everyday experience. Official documentation must be submitted and provide evidence that the extenuating circumstances were unforeseeable and unavoidable and caused a serious disruption in academic functioning. Applications must be submitted before 5:00 pm on the last day of regularly scheduled classes to be considered by the committee. Incomplete applications or insufficient documentation will not be reviewed. Students seeking to withdraw after the last day of classes, or whose application is denied by the Extenuating Circumstances Withdrawal Committee may appeal to the Student Academic Appellate Committee (SAAC). Examples of Extenuating Circumstances include medical emergencies, psychological emergencies, unforeseen personal hardships, and military service obligations. Students are allowed to reapply to the MSW program after one academic year.  Students planning on re-applying are encouraged to remain in contact with the MSW Program Director to assist in facilitating the reapplication process. See https://deanofstudents.ecu.edu/home/withdrawals/.

Leave of Absence and Readmission
The MSW Program follows the ECU Academic policy for leave of absence and readmissions. Students enrolled in graduate degree programs who take a leave of absence of one or more semesters (excluding summer terms) must notify their graduate program director and file a readmission application prior to returning. During a leave of absence students will not be permitted to utilize university resources. Readmission to a graduate program is not guaranteed. Students who take a leave of absence of three or more years must submit a new complete application to be considered for admission to their former program or any other graduate program within the university. Students readmitted after a leave of absence of three years or more will be required to meet new or changed degree requirements. East Carolina University course credit will be evaluated for applicability towards degree requirements in accordance with established time limits. See https://catalog.ecu.edu/content.php?catoid=21&navoid=1848#Withdrawal.

Additionally, it is MSW Program policy to hold the students place in the program for up to 3 years, as well as request an expedited application review, and an application fee waiver, at the Graduate School level. Students planning on re-applying are encouraged to remain in contact with the MSW Program Director to assist in facilitating the reapplication process. When the MSW Program application portal opens for accepting applications for the new term, the MSW Director will contact those MSW students who are on a leave of absence from the MSW Program and inquire about their intention for returning that academic year and assist them in reapplying as needed.

### *ECU Academic Integrity Violation Policies & Procedures*
In addition to the MSW Program academic policies and procedures for evaluating student academic performance and the ECU Graduate School Academic Policies, the MSW program also adheres to ECU's Academic Integrity Violation (AIV) Policy. The AIV Policy and procedures are listed in the the Faculty Manual in Part 6 Section 2 (https://www2.ecu.edu/facultysenate/currentfacultymanual/part6section2.pdf), and at the Office of Student Rights and Responsibilities (OSRR) website (https://osrr.ecu.edu/faculty-staff/).

**Policies:**
An academic integrity violation (AIV) is defined as any activity that exhibits dishonesty in the educational process or that compromises the academic honor of the university. Examples include, but are not limited to, the following:

1. Cheating: Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work. Examples of cheating include but are not limited to: copying from another student's paper or receiving unauthorized assistance during a quiz or examination; using books, notes, or other devices when these are not authorized; improperly obtaining tests or examinations; collaborating on academic work without authorization and/or without truthful disclosure of the extent of that collaboration; allowing or directing a substitute to take an examination.
2. Plagiarism: Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work. Examples of plagiarism include but are not limited to: submitting a paper that has been purchased or downloaded from an essay-writing service; directly quoting, word for word, from any source, including online sources, without indicating that the material comes directly from that source; omitting a citation to a source when paraphrasing or summarizing another's work; submitting a paper written by another person as one's own work.
3. Falsification/Fabrication: The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard toa suspected AIV. Examples of falsification/fabrication include, but are not limited to: making up data, research results, experimental procedures, internship or practicum experiences, or otherwise claiming academic-related experience that one has not actually had; inventing or submitting deceptive citations for the sources of one's information; submitting a false excuse for an absence from class or other academic obligation.
4. Multiple submission: The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission. Examples of multiple submission include but are not limited to: submitting the same essay for credit in two courses without first receiving written permission; making minor revisions to an assignment that has already received credit in a course and submitting it in another class as if it were new work.
5. Violation assistance: Knowingly helping or attempting to help someone else in an act that constitutes an AIV. Examples of violation assistance include but are not limited to: knowingly allowing another to copy answers during an examination or quiz; distributing test questions or

examination materials without permission from the faculty member teaching the course; writing an essay, or substantial portions thereof, for another student to submit as his or her own work; taking an examination or test for another student; distributing information involving clinical simulation and skills assessments.

6. Violation attempts: Attempting any act that, if completed, would constitute an AIV as defined herein. In other words, it does not matter if a student succeeds in carrying out any of the above violations, the fact that a violation was attempted is itself a violation of academic integrity.

### Procedures
The procedures to address academic integrity violations (AIVs) are as follows:
1. MSW faculty member finds an AIV and contacts the student to schedule a meeting.
2. Upon delivery of the notification from the MSW faculty member, the student has seven calendar days to respond to the request for a meeting.
3. If the student fails to respond to the notification, the faculty can move forward in their absence, and the student forfeits the opportunity to present their understanding of the situation to the MSW faculty member.
4. The Initial meeting
   a. During the initial meeting, the MSW faculty member will review the academic integrity process with the student and will present the information to the student regarding the violation. The student and the MSW faculty member may have a nonparticipating observer at the meeting.
   b. The student has the opportunity to respond to the allegation and share any additional information.
   c. If the student agrees to the violation(s) and sanctions, they can sign a waiver provided by the Office of Student Rights and Responsibilities (OSRR). The faculty member then submits the waiver and information to OSRR.
   d. The OSRR sends communication to the student with the outcome indicating that they can choose to appeal or not appeal.
   e. If the student does not appeal, the MSW faculty member sanctions are imposed.

### *ECU Academic Integrity Educational Resolution Process Policies & Procedures*
The MSW program also adheres to ECU's Academic Integrity Educational Resolution Process listed found at the Office of Student Rights and Responsibilities (OSRR) website (https://osrr.ecu.edu/faculty-staff/).

### Policies:
Academic Integrity Educational Resolution Alternative: During the review of an academic integrity violation (AIV) a MSW faculty member may determine that the penalty for the alleged violation should be something less than a grade reduction or other substantial academic penalty (e.g., a warning, rewrite the paper, or another learning opportunity). If the circumstances warrant such, the faculty may choose to use an Educational Resolution Alternative (ERA). This is a mutual determination between the MSW faculty member and the student acknowledging that a violation has occurred and both parties agree to an educational resolution. This incident will serve as an FYI only and will be stored within the Office of Student Rights and Responsibilities (OSRR) database.

### Procedures:
The Academic Integrity Educational Resolution Process includes the following:
- The faculty provides the following information on the form: alleged violation, educational resolution they wish to apply, and attach the Educational Resolution Program Agreement form.

- The Educational Resolution Program Agreement form includes the course number, date and time, and signature of the student and MSW instructor. By signing the form, the student acknowledges that they will complete the assignment by the date indicated on the form and that they understand that failure to complete the assignment will result in the MSW faculty member determining that a grade reduction or other substantial academic penalty is merited.
- The faculty member then uploads the completed form online (https://cm.maxient.com/reportingform.php?EastCarolinaUniv&layout_id=1) within 10 calendars of meeting with the student.
- The report and agreement form are kept in the OSRR but does not become part of a student's conduct record.

## Policies and Procedures for Academic Performance Grievance

*ECU Academic Integrity Violation Grievance Policies and Procedure*
The MSW program adheres to ECU's Academic Integrity Violation (AIV) Policy and the associated policies and procedure regarding grievances. The AIV Policy and procedures regarding grievances are listed in the Faculty Manual in Part 6 Section 2 (https://www2.ecu.edu/facultysenate/currentfacultymanual/part6section2.pdf), and at the Office of Student Rights and Responsibilities (OSRR) website (https://osrr.ecu.edu/faculty-staff/).

**Policies:**
MSW students suspected of an academic integrity violation (AIV) by the MSW program may appeal decisions made throughout the AIV process. It is the MSW student's right to contact the Office of Student Rights and Responsibilities (OSRR) regarding any suspected AIV decision they would like to appeal.

**Procedures:**
1. Following the initial meeting between the MSW faculty and the student:
   a. The OSRR sends communication to the student with the outcome indicating that they can choose to appeal or not appeal.
   b. If the student disagrees with the information presented by the faculty member, then they may request a meeting with the School Director or designee for a formal School Meeting.
2. Formal School Meeting
   a. Must be held within twenty-four days of the suspect AIV and is run by the School Director or designee .
   b. The student presents information, and the faculty presents information. The School Director or designee makes a decision regarding the case and submits the information to OSRR.
   c. The OSRR then sends communication to the student regarding the decision from the meeting.
3. Student Appeals
   a. If a student appeals the information provided by OSRR then the Academic Integrity Review Committee (AIRC) reviews the written record to determine whether a decision and/or sanction is supported by the evidence and whether the decision or penalty sanction should be altered.
   b. If the appeal is not granted by the AIRC, then the MSW faculty member sanctions are imposed.
   c. If an appeal is granted, the case then moves on to an Academic Integrity Board
4. Academic Integrity Board (AIB)

a. The case packet is provided to a panel that is composed of five individuals (two students of the conduct board and three faculty members, one who serves as chair of the AIB).
b. The student and MSW faculty both share information regarding the case.
c. If the student is found responsible, the AIB can affirm the MSW faculty member's original decision, or amend the decision. Example sanctions include redoing the assignment, reduction in grade on the assignment, zero for the assignment, suspension, expulsion, or an F in the course.
d. If the student is not found responsible, the AIB does not affirm the MSW faculty member's decision.
e. After the AIB makes a decision, the case is closed, and the record is retained in the OSRR.

**Policies:**
The MSW program also adheres to the ECU Graduate Student Grade Appeals policy (https://catalog.ecu.edu/content.php?catoid=21&navoid=1863#graduate-student-grade-appeals). Students who wish to appeal a final course grade are instructed to follow the ECU Graduate Student Grade Appeals policy. The grade appeal policy establishes a clear, fair process by which graduate students can contest a final course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and not withstanding the exceptions noted at the end of this policy, appeals will not be considered unless based upon one or more of the following factors:

- An error was made in grade computation.
- Standards different from those established in written department, school or college policies, if specific policies exist, were used in assigning the grade.
- The instructor departed substantially from previously articulated, written standards, in determining the grade, without notifying students.

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

**Exceptions to the Grade Appeal Policy**
The ECU Grade Appeal Policy shall constitute the sole internal administrative remedy for a change in grade, except when the grade being disputed resulted from an alleged academic integrity violation or when a grade dispute involves an Office for Equity and Diversity discrimination complaint. If a grade dispute arises from an issue that is covered under the university's Academic Integrity Policy, the process for resolution that has been established for appealing academic integrity violations must be followed. If a grade dispute arises from an issue that is covered under the university's Equal Opportunity and Equity policies, the process for resolution that the Office for Equity and Diversity has established must be completed prior to the use of the university's grade appeal process.

**Grade Appeal Policy Procedures:**
1. If, at any time during the grade appeal process, the instructor of record is unavailable, the dean of the Graduate School may appoint another faculty member to serve in lieu of the instructor of record.
2. The first step to resolve differences between an instructor and student concerning a grade should be an informal discussion with the instructor.
3. If informal resolution is not successful, formal grade appeals must be initiated by the student to the department chairperson (email will suffice) by the end of the fourteenth calendar day of the

(next) semester after the grade was awarded. The written appeal must include: a) a statement indicating informal resolution was attempted but not successful; b) how the appeal meets one or more of the three criteria necessary for formal appeal; c) any relevant additional information or documents the student would like to be reviewed as part of the appeal process; d) a copy of the course syllabus and assignment descriptions.

4. The department chair or designee may request additional materials from the student. After receiving a copy of the appeal materials from the department chair or designee, the instructor has seven calendar days to respond in writing to the appeal. The department chair or designee will discuss this response with the faculty member and will provide the student with written notification of the outcome of this step within seven calendar days after receiving the instructor's response.

5. If there is still no mutually agreed upon resolution between the student and the instructor, and the student wishes to pursue the matter further, the student has seven calendar days to submit the written appeal to the dean of the school or college where the program resides.

6. The dean or designee shall form a Grade Appeal Committee within seven calendar days. This committee shall include three graduate faculty members from the school or college: one selected by the student, one selected by the instructor of record, and one appointed by the dean of the school or college in which the program resides. The dean or designee shall provide to the committee the written materials pertaining to the appeal. The committee may next meet with the student and/or the instructor of record, but it is not required to do so. A majority shall prevail in the committee. The Committee shall elect its own chair. The function of the Grade Appeal Committee shall be to evaluate the appeal in terms of the stated grounds for the appeal. The Committee's decision may be to keep the assigned grade or to raise the assigned grade. The Committee shall provide a written justification to the deans of the academic school or college and the Graduate School for its decision, including minority opinions when they exist, no later than twenty-one calendar days after the Committee's formation. The college dean shall inform the student and the instructor of the Committee's decision, which is final and unappealable, and provide both parties with copies of the Committee's written justification.

7. In the case of a change of grade, if the instructor of record does not implement a change of grade decided upon by the Committee within seven calendar days after being informed of the Committee's decision, the dean of the school or college shall implement the change of grade as determined by the Committee on the student's official transcript through the change of grade procedure. This shall This shall be the last step in the deliberation of the formal grade appeal.

8. The dean shall forward a written record of the results of all grade appeals to the appropriate vice chancellor and the dean of the Graduate School within fourteen calendar days. The dean of the Graduate School shall also provide an annual summary to the Graduate Council of the number of cases heard and the aggregate result of the process.

**How Students are Informed of Academic Performance Grievance Policies and Procedures:**
MSW students are informed of the academic performance grievance policies and procedures in several ways:
- Through the MSW Program Director and/or faculty during discussions about academic performance
- MSW orientation

**Evaluating Student's Professional Performance**

**MSW Program Policies:**

Social work is a self-regulatory profession, which is based on knowledge and guided by professional values and ethics. Its central focus is on the transaction between people and their environment. The NASW Code of Ethics (found on the NASW website), and the CSWE competencies (found on the CSWE website) are the standards of acceptable behavior for social work practice. The NASW Code of Ethics is the conduct guide used by the MSW program to assess student behavior that is deemed inappropriate for social work majors.

The MSW program also adheres to the School of Social Work's Technical Standards for Professional and Ethical Behavior. Becoming a professional is a gradual process, and the technical standards articulate the minimum expectations for students. If faculty or administrators have questions about whether a student is able to meet these standards, they may consult the Technical Standards for Professional and Ethical Behavior document available in the MSW Program Student Handbook (Appendix A). The Technical Standards include the following:

1. Communication: Students must be willing and able to meet the following requirements:
   a. Express ideas and feelings clearly;
   b. Demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
   c. Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role;
   d. Communicate clearly through written products at a level appropriate for graduate work, including using correct grammar and spelling and applying the SSW-designated writing style;
   e. Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution, and
   f. Mastery of both written and spoken English is required at matriculation in the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

2. Physical and Cognitive Ability: Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:
   a. Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice;
   b. Navigate the transportation to attend field and classroom requirements;
   c. Use the technology required to engage in practice and effective practice including, but not limited to, the use of computers, telephones, and agency databases;
   d. Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
   e. Demonstrate the capacity to think critically and to apply effective problem-solving skills.

3. Emotional and Mental Stability, Management, and Regulation: In accordance with the National Association of Social Workers' (NASW) Code of Ethics (SS 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound

judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

  a. Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field-settings, including all assignments;
  b. Maintain respectful relationships with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals.
  c. Seek appropriate help when personal issues interfere with professional and scholastic performance;
  d. Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
  e. The ability to integrate into practice constructive criticism received in both didactic and field settings.

4. Self-Awareness and Reflective Thinking: Students must be willing and able to meet the following requirements:

  a. Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
  b. Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for professional practice;
  c. Take responsibility for their own actions and consider the impact of these actions on others; and
  d. Seek supervision and accept constructive feedback in a positive manner.

5. Respect for Diversity and Social Justice: Social Work practice requires understanding, affirming, and respecting another individual's way of life and values. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege and power (Council on Social Work Education, 2008, EPAS SS 2.1.5) Students must be willing and able to meet the following requirements:

a. Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
b. Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
c. Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
d. Approach differences with an attitude of humility and respect; acknowledging the importance of cultural differences in shaping life experiences;
e. Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
f. Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

6. Ethical Conduct: Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social worker profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University's Honor Code. Students must be willing and able to meet the following requirements:

  a. Adhere to a commitment to clients' rights to freedom of choice and self-determination;

b. Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;

c. Maintain appropriate professional boundaries with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;

d. Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;

e. Disclose any criminal conviction, plea of guilty, plea of no contact, plea of nolo contendere, Alfred plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises;

f. Disclose any disciple imposed by a state licensing board or the equivalent; and

g. Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visuals materials for academic course work.

7. Interpersonal Skills: Students must be willing and able to meet the following requirements:
   a. Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals; and
   b. Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship, and exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

8. Academic and Professional Standards: Students must be willing and able to meet the following requirements:
   a. Demonstrate the ability to meet the School of Social Work's MSW program requirements to remain in good academic standing and to continue in the program (i.e., must maintain an overall 3.0 GPA, not receive 2 final course grades lower than a B, and/or not receive lower than a B in a field seminar class). This includes following the policies and procedures as stated in the ECU Code of Ethical Conduct and Professional Behavior for Students and Residents, in the ECU Graduate Catalog Academic Regulations, (https://catalog.ecu.edu/content.php?catoid=26&navoid=2317#Academic_Eligibility_Standards), and the MSW Program Student Handbook.
   b. Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
   c. Follow the policies, procedures, and operating standards of the School of Social Work, the MSW program, ECU, and the field placement agency;
   d. Ensure that appearance, dress, and general demeanor are appropriate to the context;
   e. Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
   f. Adhere to agency policies and practices through the learning process and supervision.

It is the MSW program's policy that if, at any time while enrolled in the MSW program, a student's behavior or academic performance appears in conflict with the basic standards of professional social work practice, as outlined in either the CSWE Competencies, NASW Code of Ethics, Technical Standards for Professional and Ethical Behavior (Appendix A), those faculty and other professionals observing the student will submit their concerns in writing to the Admissions and Retention Committee. The MSW Program Director is the Chairperson of the MSW Admission and Retention Committee.

The MSW Admissions and Retention Committee (A&R) is an important resource for students and faculty. The committee can be convened at a student's or faculty's request for clarification of concerns or suggestions for improved performance. This includes clarification of non-academic competencies expected of students as well as providing support for students to be able to demonstrate those competencies. When a faculty member identifies a concern regarding a student, they are encouraged to bring this concern to the MSW Program Director as soon as possible. The competency of students to perform as ethical, professional, and knowledgeable social workers is an expectation of all students in the program. The A&R committee is comprised of the following people: The Director of the MSW Program, 2 elected faculty members from the MSW program, a representative of the field office, and additional individuals as determined by the above members.

The MSW A&R Committee is charged with helping a student determine a remedial course of action to ensure successful completion of the program. Students are expected to be thoughtful and professional in interactions with others. The A&R committee can counsel a student out of the program for non-academic reasons. If the committee has previously recommended that a student take a specific course of action or achieve specified standards for continuation in the program, the committee has the authority to determine if those standards were met and may terminate a student from the program if they were not. The A&R committee does not have any authority over the assignment of, or change in, a student's final grade for a course.

**MSW Program Procedures:**
1. A faculty member must submit in writing (e.g., via email) their concerns about a student related to professional performance to the MSW Program Director. Concerns must be related to those outlined in the technical standards, CSWE competencies, and/or NASW Code of Ethics.
2. The MSW Program Director or designee reviews the request for an MSW Admissions and Retention (A&R) Committee convening to determine if a meeting is warranted. The Director solicits information from the relevant parties, including the student, regarding the request. This request is made via email.
3. If the MSW Program Director assesses that an A&R committee meeting is warranted, the Director notifies the student in writing of the purpose, date, time and location of the A&R meeting. An attachment (the letter of notification) is emailed and the body of the letter shows as the content of the email.
4. The student is advised that they may bring relevant documentation and the student has the right to have an advocate present at the meeting. However, the advocate is not given speaking privileges during the meeting.
5. The student is instructed to respond to the MSW Program Director's email within five business days to acknowledge that the notification was received and to provide a positive or negative response to attending the requested meeting.
6. Prior to the meeting, all people on the Committee and the student receive documents via email that will be presented at the meeting by the MSW Program Director. The Director also brings hardcopies of the documents. After the meeting, all hard copies of documents are shredded by the Director. However, the student is free to retain their copies if desired.
7. The meeting proceedings includes a discussion of the issues surrounding the report to achieve a resolution to the concern and to determine a plan of action. This is often a Student Performance Improvement Plan. The plan may include goals, indicators of success, and time frames.
8. The committee renders a decision about the student's meeting outcome: the student is either granted an opportunity to improve behavior via a Student Performance Improvement Plan or the student is asked asked to withdraw from the MSW program. The student is notified face-to-face of this decision.

9. The committee also renders a decision in writing, sent to the student's ECU email, within 10 business days with written communication provided directly to the student, placed in the student's file, and forwarded to the School of Social Work Director.
10. If the student does not concur with the Student Performance Improvement Plan, the student may appeal the decision in writing within 10 business days to the Director of the School of Social Work. A remedial plan of action will not begin prior to the student's right to appeal process is completed.
11. The Director of the School meets with the student and the MSW Program Director or designee within 10 business days of receiving the appeal to discuss the situation, plan, and relevant issues/concerns.
12. The Director of the School makes a recommendation within 10 business days after the meeting. A letter explaining the decision will be sent to the student's ECU email and shared with the A&R committee via email.

Documentation of all proceedings is provided to the student and placed in the student's file.

### *ECU Student Code of Conduct Policy*

The MSW program also adheres to ECU's Student Code of Conduct. ECU's Code of Conduct can be found at the Office of Student Rights and Responsibilities (OSRR) website (https://osrr.ecu.edu/policies-procedures/) and at the ECU Student Conduct Policy and Process, REG11.30.01, https://policy.ecu.edu/11/30/01/.

**Policies:**
MSW students are subject to the Student Code of Conduct and related policies from the time they accept admission until they graduate from the University. This means that conduct occurring before classes begin, including New Student Orientation, or after classes end, during the academic year, and during periods between terms of enrollment is governed by this Code.

The University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community and to support the mission of the University. Such action may include taking disciplinary action as outlined in this Code against students for their on- and off-campus conduct. East Carolina University students shall refrain from the following behaviors:
1. Alcohol: Illegally possessing, consuming, having consumed, and/or providing alcoholic beverages to those under the legal drinking age. Being intoxicated in public regardless of age.
2. Drugs, Drug Paraphernalia, and Other Controlled Substances: Possessing, using, distributing, buying, selling, facilitating a sale, delivering, manufacturing, and/or abusing illicit or illegally obtained substances. Misusing prescription or counterfeit drugs. Consuming, including huffing or sniffing, any substance not intended for such use. Possessing or using drug paraphernalia.
3. Endangerment: Acting in a manner that could or did endanger or injure a person or the ECU community. Examples of endangerment include, but are not limited to, fighting, or operating a vehicle while under the influence of alcohol or drugs, and distributing drugs (on or off campus) to members of the University community.
4. Harassment, Threats, Bullying or Intimidation: Directing action toward a particular individual or group in a manner which is unwelcome, and under the totality of the circumstances, is so severe or pervasive, and objectively offensive that it undermines and/or detracts from the target individual's academic pursuits, participation in University-sponsored activities, or employment, effectively denying equal access to University resources and opportunities.

The objective standard is whether the conduct was directed at a specific person, group, or entity in a manner that would cause a reasonable person to fear for one's safety, the safety of others, or the loss of or damage to property or that is defamatory.

East Carolina University also enforces the University of North Carolina System Policy 700.4.2, which states: While on University premises or while participating in University sponsored activities, acting or in a way to unlawfully threaten, coerce, harass or intimidate another person or identifiable group of persons; or acting or speaking in a manner that is a violation of a constitutionally valid University Policy prohibiting harassment and/or discrimination on the basis of a protected class, including: race/ethnicity, color, religion, sex, sexual orientation, gender-identity, national origin, age, disability, genetic information, political affiliation, or veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service). No student shall engage in unlawful harassment resulting in an environment determined to be hostile by a reasonable person. Unlawful harassment includes conduct that creates a hostile environment by meeting the following criteria. It is: Directed toward a particular person or persons; Based in whole or in part upon any of the following protected statuses: disability, sexual orientation, race/ethnicity, age, sex, gender identity, color, veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service), gender identity, political affiliation, national origin, or religion; Unwelcome; Severe or pervasive; Objectively offensive; and So unreasonably interferes with the target person's employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University's resources and opportunities.

1.      Hazing: Acting in a manner that would subject another student to physical injury or mental or emotional harm as part of an initiation, or as a criterion of initial or continued membership, into any organized University group, including any society, military groups, athletic team, fraternity or sorority, or other similar group. Planning or preparing to engage in hazing activity is also a violation of the Code. The expressed or implied consent of participants will not prevent disciplinary action. (For more information, see Student Organization Conduct Handbook (under Additional References.)

2.      Weapons: Possessing, distributing, using, manufacturing, assembling, storing, transporting, selling, purchasing, or acquiring any weapons as defined in this Regulation on property owned or controlled by the University, including ECU vehicles is a violation of the Code, with the exception of a handgun possessed pursuant to a concealed handgun permit and stored according to law. Possessing, either on- or off-campus, any illegal weapons, including nuclear/biological/chemical weapons, or home-made weapons. This provision also applies to students on the way to and present at any off-campus curricular and extracurricular activity sponsored by the University. Illegally concealing any weapon is a violation of the Code. Any item used or possessed for purposes of use as a weapon will be considered a weapon under this policy.

3.      Disruptive Conduct: Being disruptive or disorderly in a manner that interferes with the function of the University or interferes with conduct of others, including law enforcement officers, who are on-campus or off-campus. Disruptive Conduct may include, but is not limited to, refusing or failing to submit appropriate identification or refusing to comply with a request from an identifiable University official acting on behalf of the University, violating University regulations or local, state, or federal orders in place to ensure the health and safety of the ECU community such as orders related to national pandemics or natural disasters, or the failure to abide by University policies, procedures, and any other requirements in place to help reduce the risk of contracting or spreading infectious diseases.

4.      Theft: Stealing or attempting to steal property, including intellectual property, or services of any person or entity. Receiving, possessing, or selling/giving away such property when the student

recognizes, or should have recognized, that the property was stolen. Selling books or helping sell books without the owner's permission is an example of theft.

5.     Vandalism, Defacement, or Misuse of Property: Defacing, destroying, damaging, or misusing private, University, or other public properties.

6.     Trespassing and Unauthorized Use of Property: Entering or using university facilities and/or the personal property of others without explicit permission. This includes but is not limited to, unauthorized access to residence halls, vehicles, stadiums and fields, as well as unauthorized possession, duplication, or use of the property of others or the University.

7.     False Information, Forgery, and Fraud: Publishing and/or circulating false information that is harmful to others. Providing false information to the University, including, but not limited to, on an application required to participate in a University activity.

8.     Altering, forging, or misusing documents or property which might include, but is not limited to, money, charge cards, checks, personal information, ECU One Cards, grade reports, transcripts, and parking tags. Possessing altered or forged documents or property, such as a fictitious driver's license. Deceitfully using the personal information of others.

9.     Having Knowledge of or Assisting with a Violation: Having knowledge of, being present during, instigating, encouraging, or facilitating a violation of the Student Code of Conduct.

10.     Gambling: Placing a bet or wager on an uncertain outcome for money or other items of value unless permitted by law.

11.     Hindering the University Conduct Process: Coaching, intimidating, retaliating against, or otherwise influencing witnesses, Conduct Board members, conduct administrators, and other participants in the conduct process. Failing to provide the University with relevant information regarding a conduct case as a witness, except in instances where such failure would require a student to identify his/her own violation of the Code. Failing to abide by sanctions, including bans.

Violation of University Policies: Violating University policies including, but not limited to those listed in the related policy section and the University Policy Manual. Violations of campus or University policies, rules, or regulations, or federal, state, or local law may result in a violation of the Student Code of Conduct and imposition of sanctions.

**ECU Student Code of Conduct Procedures:**
The MSW program follows the procedures related to the ECU's Student Code of Conduct violations and imposition of sanctions:

- An incident report is submitted to the Office of Student Rights and Responsibilities (OSRR) by the MSW faculty. Then a pre-hearing (initial) meeting is held. The OSRR Conduct Administrator will determine whether to pursue charges, based on information presented and discussed during the pre-hearing meeting. If no charges are pursued, the process ends, and the case is closed.

- If it is determined that a violation of the Student Code of Conduct did occur and the student is officially charged, the student then indicates if they are "responsible" or "not responsible."
  - o If a student accepts responsibility and waives rights to an administrative hearing, sanctioning occurs, and the student must complete sanctions by the deadline indicated and the process then ends.
  - o If a student does not accept responsibility, they attend an administrative hearing. If the student is found "not responsible" the process ends. If the student is found "Responsible" sanctioning occurs.
  - o Once the case is closed the record is retained in the OSRR.

**Professional Performance Evaluation Criteria**
The criteria for evaluating professional performance in the MSW program are presented below and also at the Office of Student Rights and Responsibilities (OSRR) website (https://osrr.ecu.edu/policies-procedures/).

Professional performance is evaluated at the MSW program level using the following criteria:
- Adherence to NASW Code of Ethics
- Adherence to the CSWE Competencies
- Adherence to the MSW program's Technical Standards for Professional and Ethical Behavior (Appendix A)
- Use and completion of a Student Performance Improvement Plan
- The MSW Admissions and Retention Committee
- Adherence to the ECU Student Code of Conduct (https://osrr.ecu.edu/policies-procedures/).

The Student Performance Improvement Plan (SPIP) is a tool that faculty can use to evaluate students' professional performance. Faculty can elect to complete a SPIP. In other instances, the MSW Admissions and Retention (A&R) Committee's decision may be that a student must successfully complete a SPIP. This is used throughout the MSW program as needed to identify and address concerns related to professional performance. The SPIP explains which area(s) of social work competency/behavior/technical standards are of concern, the student's current performance in this/these area(s), the expectations in the area(s), the intervention(s) suggested to the student for completion, evaluation criteria for assessing intervention success, and the timeline of completion. MSW program faculty and staff in the Office of Field Education are assigned to work with the student toward completion of the SPIP. The student's progress is monitored and, if deemed appropriate by the committee, the student will be invited back for a follow-up meeting, in an amount of time commensurate to the SPIP timelines. This meeting is used to evaluate progress and determine the student's retention or dismissal from the program.

The evaluation of professional performance criteria are shared with MSW students in several ways:
- Through the MSW Program Director and/or faculty during discussions in relation to expectations of student professional performance within and outside of the classroom
- MSW orientation

**Policies and Procedures for Professional Performance Grievance**

Grievances related to professional performance can occur as related to decisions made by the MSW Admissions and Retention Committee, or decisions in relation to the ECU Student Code of Conduct. The policies and procedures related to grievances for each are detailed below.

**Policies:**
If no satisfactory resolution is achieved during a MSW Admissions and Retention (A&R) Committee meeting, the student can choose to appeal to the Director of the School of Social Work (SOSW). The student has 10 days to appeal the decision in writing to the Director of the School of Social Work. The Director of the School of Social Work and the MSW Program Director meet and render a decision within 10 business days of receiving the appeal. The student is notified in writing of the School of Social Work Director's decision. A letter explaining the decision is sent to the student's ECU email and shared with the MSW A&R Committee via email.

**Procedures:**

If the student does not concur with the action plan or the MSW Admissions and Retention (A&R) Committee's decision, the student may appeal the decision:

1. The student may appeal the decision in writing within 10 business days to the Director of the School of Social Work.
2. The Director of the School of Social Work reviews the appeal and consults with the MSW Program Director if additional information is required prior to meeting with the student.
3. The School of Social Work Director may meet with student and the MSW Program Director and make a recommendation.
4. If a recommendation is made by the Director of the School of Social Work, a copy of the recommendation is sent to the student, the MSW Program Director.
5. Should the student consider the matter unresolved, the student may approach the ECU Graduate Program Director Committee to seek a different resolution. Dependent upon the type of conflict, resolution may depend upon an interpretation or implementation of the Student Code of Conduct (http://www.ecu.edu/PRR/11/30/01), Graduate Student Grade Appeals procedure (http://catalog.ecu.edu/index.php?catoid=24). The college in which the unit resides may have a faculty member/administrator (often an associate dean) that needs to become involved if the conflict is not resolved at the unit level.

MSW students are informed of the professional performance grievance policies and procedures in the following ways:

- Through the MSW Program Director and/or faculty during discussions in relation to expectations of student professional performance within and outside of the classroom
- MSW orientation

**Termination Based on Academic Performance**

**Policies:**

It is the MSW program policy that dismissal is recommended when a student:

- Earns more than one C (earning a C in two three-credit courses or earning one C in a field practicum course, which is counted as a six-hour credit course).
- Earns an F in any class (due to assignment grades, excessive tardies, or missing more than 15% of class time).
- Does not sustain a semester and overall GPA of 3.0.
  - Students who fall below this GPA may be removed from the program or may be put on academic probation and then terminated after the 2nd or following semester should grades not improve to the level needed.

A student who is dismissed by the MSW Program due to academic performance may apply for readmission after a period of one full academic year.

The MSW program also adheres to the University's Academic Integrity Code. In accordance with ECU policy, a student who is found to have violated the University's Academic Integrity Code may face academic sanctions including termination from the university:

*Maintaining the academic integrity of ECU is the responsibility of all members of the academic community. Faculty should ensure that submitted work accurately reflects the ability of the individual student. Students are responsible for promoting academic integrity in their own work and by reporting any suspected violations. A faculty member, student or university community member knowing of circumstances in which an Academic Integrity Violation may have occurred (or is likely*

*to occur) should bring this knowledge to the attention of a faculty member or OSRR.* See
https://osrr.ecu.edu/faculty-staff/.

Students expelled from the university for Academic Integrity Code violations will not be permitted to reapply to the MSW program.

**Procedures:**
The MSW program, to ensure that the policies above are adhered to, follow these procedures at the end of each semester:
- Final grades and overall GPAs are reviewed by the MSW Program Director.
- Final grades warranting dismissal are confirmed by the MSW Program Director with the instructor of record
- The Director then notifies any student who is being dismissed for academic reasons by a formal program dismissal letter sent via email.
- The MSW Director also notifies the Graduate School and the Director of Field by email of the student dismissal
- The MSW Program Director meets with the student meet to review the events leading up to termination and the program's policies for dismissal. The student is advised to officially withdraw from all MSW courses. The student is given the opportunity to consider and identify future academic success strategies should the student decide to reapply. The student is also informed that, if they choose to reapply to the MSW program, they are expected to address the events that led to their dismissal and how they will prevent academic failure again should they be readmitted in the personal statement essay portion of the MSW program application. Should the student decide to reapply for admission after the necessary one-year lapse, the student's application will be reviewed using the same applicant review process as with other applicants.

**Termination Based on Professional Performance**

**MSW and ECU Policies:**
MSW students can also be terminated for professional performance based on ECU's Student Code of Conduct, and terminations are referred to as expulsions by the university. The University's decision regarding expulsion supersedes the MSW program should a student be terminated based on the Student Code of Conduct. Violations of ECU'S Code of Conduct that involve alcohol, drugs, weapons, hazing, substantial theft or fraud, physical harm to persons or property, sexual misconduct, HIPPA violations, other actions that materially or substantially interfere with or disrupt the protected free expression right of others or create a substantial risk of harm to others or the University, or an accumulation of multiple violations of the Code may result in suspension or expulsion from the University. Student Conduct Board hearings are convened when the case involves possible sanctions of suspension or expulsion.

MSW students can be terminated for professional performance based on behavior this is direct conflict with the basic standards of professional social work practice as outlined in the CSWE Competencies, the NASW Code of Ethics, the Technical Standards for Professional and Ethical Behavior (Appendix A).

The MSW Admissions and Retention Committee (A&R) can counsel a student out of the program for non-academic reasons. If the committee has previously recommended that a student take a specific course of action or achieve specified standards for continuation in the program, the committee has the authority to determine if those standards were met (based on the Technical Standards for Ethical and Professional Behavior, NASW Code of Ethics, and CSWE Competencies). The MSW A&R Committee may terminate a student from the program if a student did not follow a remediation plan outlined by

Committee, or if it is determined that a student's conduct, behaviors, or other performance demonstrates serious concerns related to professional and ethical standards that the student should be dismissed from the program. The MSW A&R committee does not have any authority over the assignment of, or change in, a student's final grade for a course.

**Procedures:**

*MSW Procedures*:
- Following the MSW Admissions and Retention (A&R) Committee meeting, the student, along with the committee members are emailed the decision for dismissal, including the reasons for termination based on professional performance (e.g., did not follow remediation plan outlined by the MSW A&R Committee).
- The committee renders this decision by email to the student within 10 business days of the date that the A&R Committee meeting took place.
- This letter is placed in the student's file.

*ECU Procedures*:
- If the alleged violation might result in suspension or expulsion, the matter will be referred to the Student Conduct Board and will take place no earlier than 10 calendar days after the notice is sent to the student via letter or email.
- If a hearing date is not set in the notice of the charge, written notice of the hearing date is sent to be received by the student no less than five calendar days before the proceeding is scheduled for the hearing.
- All hearings before the Student Conduct Board where expulsion is recommended will be received by the Vice Chancellor for Student Affairs who will make the final administrative determination.

Documentation of all proceedings shall be provided to the student and placed in the student's file.

**How Students Are Informed About Terminating a Student's Enrollment in the Social Work Program for Reasons of Academic and Professional Performance**

The MSW Program informs students about academic performance *and* professional performance termination policies and procedures in a variety of ways:
- The MSW Program Student Handbook provides all information regarding academic and professional performance termination policies and procedures based on ECU policy and also at the OSRR website (https://osrr.ecu.edu/policies-procedures/).
- MSW Program Orientation: During annual MSW program orientations, the MSW Program Director reviews key policies and procedures for incoming MSW students. This includes academic performance and professional performance termination policies and procedures.
- MSW Program Director, faculty and/or staff from the Office of Field Education: MSW Program Director, faculty and staff in the Office of Field Education are aware of all policies and procedures related to termination based on academic performance and advise students regarding this information as needed.
- The policies and procedures for Terminating a Student's Enrollment in the Social Work Program for Reasons of Academic and Professional Performance are in the MSW Student Handbook in the CANVAS MSW Student Orientation Course

<u>**Student Participation**</u>

**Policies and Procedures Specifying Students' Rights and Opportunities to Participate in Academic and Student Affairs Policymaking**

**Policies**
All students in the MSW program have the right to participate in formulating and modifying policies affecting academic and student affairs within the MSW Program and the School of Social Work. The MSW program provides an environment in which students may exercise their rights to freely express their ideas throughout the program and their rights to provide feedback to the program about its impact in shaping their experiences.

While there are several opportunities for students to exercise their rights to participate in academic and student affairs policymaking across the ECU Campus, the MSW Program offers routine opportunities for students to participate in academic and student affairs policymaking at the program-level. The primary opportunities in the MSW program include the following:
- Meeting with the Director of the School of Social Work
- Meeting with the MSW Program Director
- Completing student surveys administered by the MSW Program and the Office of Field Education
- Serving on MSW student committees organized by the MSW Student Leadership Advisory Board
- Serving on the Field Advisory Council
- Attending MSW faculty meetings and School of Social Work community meetings
- Volunteering to plan and implement departmental orientations, graduation ceremonies, and other events

**Procedures**
- The Director of the School of Social Work (SOSW) serves as one point of contact for MSW students to participate in policymaking and does so by meeting with the Graduate Association of Social Workers (GASW) President monthly either in person or virtually to discuss topics such as student engagement within the school including ways the school could support GASW and its leadership including identifying opportunities for fundraising and professional development. The Director of the SOSW also holds informal "drop ins" each semester that students can attend face to face or virtually and encourages MSW students to discuss any ideas or concerns they may have related to the MSW program.
- The MSW Program Director is another point of contact for MSW students to participate in policymaking. The Program Director maintains an open-door policy and encourages MSW students to share ideas related to program curriculum development, student affairs policies that should be implemented in the program, etc. The MSW Program Director communicates their availability to meet with students beginning at the orientation and throughout the year in the twice monthly MSW Student Newsletter. This newsletter communicates to students that they may exercise their right to freely express their ideas in a comfortable manner. The MSW Program Director also holds meetings specifically for MSW faculty and instructors. These meetings occur monthly. Representatives (often elected officers) from the Graduate Association of Social Workers (GASW) and the MSW Student Leadership Advisory Board are invited to attend and participate as appropriate.
- There are times when the MSW Program and the Office of Field Education ask MSW students to complete surveys to inform academic and student affairs. An anonymous exit survey is

disseminated in the spring semester to all graduating students soliciting feedback on the implicit curriculum (diversity) to inform areas of program renewals and changes in the MSW program. The Office of Field Education also disseminates an exit survey to graduating MSW students to assist in maintaining and improving the quality of Field Education with feedback solicited regarding the quality of placements, field experience, and field instruction. The MSW program uses the results to evaluate and improve the social work program.

- Students may serve on MSW student committees organized by the MSW Student Leadership Advisory Board. Part of the charge of the MSW Student Leadership Advisory Board is to form working student groups for creating policy or policy amendments and curriculum change suggestions to share to with the MSW Program Director and School of Social Work.
- Serving on the Field Advisory Council. The Field Education Community Advisory Committee is comprised of community members that serve in an advisory capacity to the Office of Field Education in decision making, problem solving, and policy setting. They also provide a valuable community link and a direct mechanism for the school to receive feedback from the practice community. The committee meets four times per year and is chaired by the Assistant Director of Field Education. Members serve two-year terms that are renewable to up to six years. Composition includes 9-12 field agency representatives, faculty of the Office of Field Education, and representatives from the Faculty Field Committee. MSW student representation is on an as needed/adjunct basis.
- Attending MSW faculty meetings and School of Social Work community meetings. Representatives (often elected officers) from the Graduate Association of Social Workers (GASW) and the MSW Student Leadership Advisory Board are invited to all community meetings to share with faculty and staff current and upcoming events within their organization. The feedback of student representatives' is also often solicited during the community meetings on a variety of topics warranting their input (e.g., student recruitment, school policies related to students).
- Volunteering to plan and implement departmental orientations, graduation ceremonies, and other events. Students are invited and encouraged to participate in planning activities that serve students. This includes orientations, graduation ceremonies, and other events. Student organizations are encouraged to provide volunteers, but any student can assist.

**Opportunities for Student Organization:**
The MSW Program provides opportunities and encourages students to organize in their interests. This is accomplished in formal ways as described below:

- School of Social Work Student Professional Development Funds

The School of Social Work has funds available to support professional development opportunities for MSW students. The Student Professional Development Fund is designed to support student development in two areas – leadership and scholarship. When monies are available, the fund may pay up to $500 in registration fees for leadership (e.g., NASW or CSWE) or research (e.g., SSWR) conference registration. An MSW student may only receive one award per academic year. To receive development funds, a student must submit a formal request to include a description of the opportunity, the amount, and a brief narrative justifying the funding at least 45 calendar days in advance of the proposed travel. The narrative should include a statement explaining how the activity advances the student's leadership and/or research capacity toward their career goals. The School of Social Work's Scholarship Committee reviews requests and makes recommendations to the Director of the School of Social Work. The Director decides what and how much to fund, considering the availability of funds.

- MSW Bi-Weekly Newsletters

Twice monthly, the MSW Program Director sends the *MSW Student Newsletter* via email to all students enrolled in the program. These emails generally highlight three areas: Opportunities for students at the college and unit level, university level, and in the greater Greenville community. While memos vary in content, they often include professional training information (e.g., Student webinar series through NASW-NC) and leadership opportunities (NASW-NC student liaison applications, etc.). The memos also support regular contact with the MSW Program Director. An MSW student is engaged in organizing the newsletter.

- The Graduate Association of Social Workers (GASW)

GASW is a service-based student organization that actively promotes professional and social activities among MSW students. Membership is open to all graduate level social work students and requires a membership fee and service hours. The mission of GASW is to bring together MSW students at ECU for the purpose of enhancing their educational experience, participating in community action projects, and promoting social interaction among colleagues in both university and non-university settings. The faculty advisor is the MSW Program Director.

- MSW Student Leadership Advisory Board

The purpose of the MSW Student Leadership Advisory Board is to provide a platform where the MSW program's student body is represented in addressing key issues related to graduate social work education and relevant department, college, and university policies. Student representatives are elected by students from each program option. These elected members are invited to represent MSW students at School of Social Work faculty meetings, MSW faculty meetings, and other meetings that occur such as when the School of Social Work hosts the Advisory Board. This group assists the MSW student body to organize in their best interests, including work groups that collaborate with faculty for policy work, curricular revisions, resource allocation, and other matters that affect implicit and explicit program matters. The faculty advisor is the MSW Program Director.

- People Helping the Aging Community Thrive & Sigma Phi Omega (Alpha Delta Lambda Chapter)

People Helping the Aging Community Thrive (PHACT) is an interdisciplinary undergraduate and graduate organization, that has two primary goals: 1) Providing a forum for scholarship and professionalism among students interested in gerontology and 2) Engage in community service activities benefitting older adults in the greater Greenville community. PHACT is open to all students who are interested in community service centered on older adults. In addition to PHACT, we also serve as a chapter of Sigma Phi Omega, a national gerontology honor and professional society. While there are eligibility requirements for SPO membership, you do not have to meet certain criteria to be a member of PHACT and participate in activities. The advisor is the MSW Program Director.

- Phi Alpha Honor Society (Chi Zeta Chapter)

Phi Alpha in a national honor society that fosters high standards of training and leadership for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.  Members must have a minimum of a 3.5 GPA and submit a comprehensive personal statement for application to this society. Applications are reviewed and inductees are chosen by a selection committee. The advisor is Mr. Michael Daniels.

- Participating in Student Town Halls

Students are encouraged to organize via Town Halls to discuss matters important in the academic and professional lives of MSW students. MSW faculty members assist students as appropriate and requested.

- Student Podcasting

The School of Social Work has its own media lab for podcasting and interviewing. Students are encouraged to organize and choose topics that are important to the student body. They are also responsible for writing scripts, inviting interviewees, and conducting interviews. The equipment is mobile so they can conduct interviews across the ECU campus. See the MSW Program Director.

- National Association of Social Workers-North Carolina (NASW-NC)

MSW students are encouraged to join and participate in the resources that NASW-NC offers, including free educational sessions. Students are also encouraged to apply for the *NASW-NC Student Liaison Program.* This program aims to identify students from each level of social work education in North Carolina who will serve as a link between their respective program and NASW-NC. It is our hope that through this liaison initiative a stronger working relationship will be created between the universities and the NASW-NC Chapter and students will in turn become advocates for the Social Work profession. Liaisons are be a voice for NASW in their respective schools and will distribute information from NASW-NC to both classmates and faculty. They are responsible for contacting NASW-NC once a month to learn new information from the NASW-NC Chapter and to inform staff about important information (events, news, etc.) from their school. They also promote the Student Center section of the NASW-NC website and offer suggestions and feedback on Student Center content and layout to staff.

- Advocacy Day with NASW-NC

North Carolina Social Work Advocacy Day occurs every two years and is the opportunity for social workers and students from across the state to advocate at the North Carolina General Assembly with their elected officials. The goal of this event is to further students' knowledge about policy issues in substantive areas of social work practice, teach participants about legislative advocacy, and provide an opportunity for social workers to educate their legislators about the social work profession and important client issues and our profession.

**Encourages Students to Organize:**
MSW students are continuously encouraged by the MSW program to organize in their interests at the Program, School, and University levels, as well as in the local communities of Greenville. Examples of how the MSW program encourages students are as follows:

- Commitment to collaborating with different and diverse academic units and community organizations to encourage and facilitate various opportunities for social work students toparticipate in organizations, activities, and community volunteer experiences.
- Student organization (e.g., GASW, PHACT) officers attend new MSW student orientation to talk about their experiences with students and answer any questions they may have, including opportunities to organize in their own interests and expected support from the program in going so.
- Faculty membership in social work (and social work-related) organizations and attending professional development conferences and other events with students to model organizing skills through various opportunities and commitment to the profession.
- Faculty are a resource to MSW students and may integrate MSW students into activities they are engaged in, providing students with additional opportunities to organize in their interests. Examples include graduate research, advocacy, and/or community-based program and project experiences alongside faculty.

## APPENDIX A
## Technical Standards for Professional and Ethical Behavior

*MSW Standards of Behavior.*

The MSW program is committed to supporting students as they prepare to become professional social workers. The following describes the technical standards for professional and ethical behavior each MSW students must satisfy in order to progress through and graduate from the MSW program. Student performance pertaining to these Standards is evaluated through observation and documentation by School of Social Work staff and faculty, other university staff and faculty, internship supervisors, peers, and others in the community. Sometimes non-adherence to these standards are self-reported. These policies are reviewed with students during Field Orientation and are available in this student handbook. When a report of concerning behavior comes to the attention of a MSW program staff or faculty, information is verified and is also discussed with the student. Processes and outcomes are discussed in upcoming sections.

## Technical Standards for Professional and Ethical Behavior
1. **Communication**

Students must be willing and able to meet the following requirements:

- Express ideas and feelings clearly;
- Demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
- Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role;
- Communicate clearly through written products at a level appropriate for graduate work, including using correct grammar and spelling and applying the SOSW-designated writing style;
- Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution as outlined in the student handbook; and
- Mastery of both written and spoken English is required at matriculation in the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

2. **Physical and Cognitive Ability**

Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:

- Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice;

- Navigate the transportation to attend field and classroom requirements;
- Use the technology required to engage in practice and effective practice including, but not limited to, the use of computers, telephones, and agency databases;
- Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
- Demonstrate the capacity to think critically and to apply effective problem-solving skills.

3. **Emotional and Mental Stability, Management, and Regulation**

In accordance with the National Association of Social Workers' (NASW) Code of Ethics (SS 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

- Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field-settings, including all assignments;
- Maintain respectful relationships with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Seek appropriate help when personal issues interfere with professional and scholastic performance;
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
- The ability to integrate into practice constructive criticism received in both didactic and field settings

4. **Self-Awareness and Reflective Thinking**

Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
- Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for professional practice;
- Take responsibility for their own actions and consider the impact of these actions on others; and
- Seek supervision and accept constructive feedback in a positive manner.

5. **Respect for Diversity and Social Justice**

Social Work practice requires understanding, affirming, and respecting another individual's way of life

and values. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege and power (Council on Social Work Education, 2008, EPAS SS 2.1.5) Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
- Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
- Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
- Approach differences with an attitude of humility and respect; acknowledging the importance of cultural differences in shaping life experiences;
- Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
- Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

6. **Ethical Conduct**

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social worker profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University's Code of Conduct. Students must be willing and able to meet the following requirements:

- Adhere to a commitment to clients' rights to freedom of choice and self-determination;
- Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;
- Maintain appropriate professional boundaries with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;
- Disclose any criminal conviction, plea of guilty, plea of no contact, plea of nolo contendere, Alfred plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises;
- Disclose any discipline imposed by a state licensing board or the equivalent; and
- Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency

materials, records, or audio-visuals materials for academic course work.

### 7. Interpersonal Skills

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals; and
- Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship, and exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

### 8. Academic and Professional Standards

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to meet the Graduate School's requirements to remain in good academic standing and to continue in the program (i.e., cannot receive a grade of F or six credit hours with a grade of C to remain in good academic standing). This includes following the policies and procedures of the University and the Graduate School http://www.ecu.edu/cs-acad/gradschool/Graduate-School-Handbooks-Manuals.cfm

- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
- Follow the policies, procedures, and operating standards of the School of Social Work, the Graduate School, ECU, and the field placement agency;
- Ensure that appearance, dress, and general demeanor are appropriate to the context;
- Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
- Adhere to agency policies and practices through the learning process and supervision.

MSW students who are unable or unwilling to follow the above expectations of professional behavior in the classroom, in their field placement, or in their interactions on campus *can be referred to the MSW Admissions and Retention Committee.* Should there be a need for an Admissions and Retention meeting, the student will be notified by a written letter sent to their ECU student email.

Further, according to the ECU Graduate School, students who do not follow reasonable standards of behavior in the classroom or other academic setting *may be removed from the course by the instructor following appropriate notice.* Students removed from a course under this policy will receive a grade of W according to university policy and are eligible for tuition refund as specified in the current tuition refund policy.