



COLLEGE OF HEALTH AND HUMAN SERVICES

THE UNIVERSITY OF TOLEDO

School of Social Justice

THE UNIVERSITY OF TOLEDO MASTER OF SOCIAL WORK STUDENT HANDBOOK

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MSW STUDENT HANDBOOK
Table of Contents

Introduction	3-4
MSW Program Mission Statement	5
MSW Program Goals	5
Specialization- Advanced Generalist Practice.....	5
Core and Advanced Competencies and Practice Behaviors	5-11
MSW Program Tracks – Mental Health or Child Family Practice.....	12
Admission Requirements for the College of Graduate Studies	12-13
Admission to MSW Program.....	13-14
MSW Advance Standing Admission Criteria	14-15
Life/Work Experience Credit Policy.....	15
Transfer Credit Policy	15-17
Admission Committee.....	17-18
Advising, Retention and Termination.....	18-19
Plan of Study	19
Professional Associations	19
 MSW PROGRAM CURRICULUM	
Full-Time, Two Year Foundation and One Year Advanced.....	19-20
Part-Time Curriculum Schedule.....	20-22
Three Year Part-Time Foundation and Advanced.....	21
Four Year Part-Time Foundation and Advanced.....	22
 Advanced Standing Curriculum Schedule	
Advanced Standing Full-Time Schedule	22-23
Advanced Standing Part-Time Two-Year schedule	23
Advanced Standing Part-Time Three-Year schedule	23-24
 MSW Course Descriptions	 24-27
 <u>POLICIES AND PROCEDURES REGARDING:</u>	
Independent Study Courses	28
Academic Concerns and Performance Issues	29-30
Academic & Professional Performance Review Committee	30-34
College of Health and Human Service Grievance Procedure	34
Grade Appeal Procedure for Graduate Students	35
Grievance Policy for General Complaints	36
Policy Statement on Academic Dishonesty	36-38
Graduate Assistantships	39-40
Student’s Rights Policy – Participate in Policymaking.....	40-41
Policies Relate to Field Internship are contained in Field Manual- refer to Field Manual	

INTRODUCTION

The University of Toledo MSW program is accredited by the Council on Social Work Education (CSWE), and therefore the MSW program's curricular content and educational context has been developed in accordance to the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). The EPAS can be accessed online at the CSWE website: www.cswe.org.

We employ the nine core competencies and each of the practice behaviors exemplifying those competencies set forth by CSWE as the backbone of our generalist focus in the foundation year of the program. To extend the generalist model to the advanced generalist level we have built on the nine core competencies by defining what advanced mastery of each of those principles might look like and have developed advanced practice behaviors for each of the nine that provide the framework for our advanced year. Both the breadth and depth at which each competency occurs have been expanded for the advanced year of study. Thus, we define advanced generalist as our students' area of specialization, and our students specialize in attending to a broad range of systems across the micro-mezzo-macro continuum.

The advanced year, students will select between one of two "tracks", in which their studies focus on a particular population. These two tracks are (a) mental health or (b) children and families. In the classroom, these tracks involve completion of four hours of coursework per semester in the advanced year focused on either children and families or the mental health population. The rationale for providing students with the option of selecting between the two different tracks is to give them an opportunity to develop an expertise with a population in terms of specific practices and policies and apply advanced generalist perspectives and practices to the population. There are two reasons we provide these two particular tracks: (1) child and family and mental health reaches a large segment of the population needing social work services, and (2) after graduation, students may build on child and family or mental health expertise in their field of practice by either building additional expertise within a particular problem area experienced by child and families or populations with mental health issues, or they may apply what they've learned about developing expertise in these classes and apply it to fields of practice that are outside of a family and child or mental health focus.

At the foundation-level our courses are 5000 level courses. Our curriculum is designed to provide students with learning opportunities across the micro-mezzo-macro continuum. Students practice their knowledge and skills in the field practicum. Our advanced year is designed to build on the foundation level experience at the micro, mezzo, and macro systems levels. Again, students practice this advanced knowledge and skills in the field practicum. As stated above, our students are also asked to focus on a particular population in their advanced year, either children and families or mental health. Students are helped to learn and practice new theories and practices specific to those general populations in both the fall (micro level) and spring (mezzo and macro levels) semesters through four hours of study each semester. Advanced level courses all have numbers at the 6000 level. Our curriculum consists of 60 semester credit hours at the foundation level and 33 semester credit hours at the advanced level.

The current EPAS have also designated Field Education as the Signature Pedagogy. Educational Policy 2.2 states, *Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the*

classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

For further information, policies and procedures regarding the University of Toledo refer to the University of Toledo Student Handbook, and the University of Toledo Catalogue. Other resources can be accessed through the Internet.

They Include the University of Toledo at www.utoledo.edu; the University of Toledo Social Work program at <http://www.utoledo.edu/csjs/socialwork/index.html>; the National Association of Social Workers at www.naswdc.org; CSWE at www.cswe.org; and the Ohio Counselor and Social Worker and Marriage and Family Therapist's Board at www.state.oh.us/csw.

MSW PROGRAM MISSION STATEMENT

“The mission of the social work program is to further social justice through education, community engagement, and research.”

Our program’s mission and goals are consistent with generalist social work practice as they both focus on strength based and empowerment perspectives. Our program promotes social and economic justice through teaching and furthering the development of the knowledge, practice skills, art and science of social work to graduate students in order to prepare them to hear, understand, include, and effectively respond to all voices with particular attention to those of the poor, the vulnerable and the oppressed.

MSW PROGRAM GOALS

- Goal 1:** To provide students with knowledge of diversity and to promote diversity awareness and sensitivity that is necessary for effective Social Work Practice.
- Goal 2:** To provide knowledge of socio-political systems for the purpose of work toward promotion of social and economic justice.
- Goal 3:** To help students develop a strengths and empowerment social work practice perspective.
- Goal 4:** To assist students in the understanding of important theoretical models and promote critical analysis of their effectiveness in ethical social work practice with the poor, vulnerable, and oppressed.
- Goal 5:** To create a supportive environment in which students develop new social work knowledge and skills in order to foster innovation and change for the promotion of social and economic justice.

ADVANCED GENERALIST PRACTICE

The MSW Program at the University of Toledo has identified “Advanced Generalist” as its area of specialization. An advanced generalist program is well suited for our program as we believe it allows us to emphasize social and economic justice. Because we identify ourselves as a program with a strong social justice focus, we provide our future micro and macro level practitioners with a comprehensive understanding of both micro level and macro level issues so they may use this knowledge and skills when practicing in the field under supervision and in their careers after graduation.

Additionally, in the advanced year, students will select between one of two “tracks”, in which their studies focus on a particular population. These two tracks are (a) **mental health** or (b) **children and families**. In the classroom, these tracks involve completion of four hours of coursework per semester in the advanced year focused on either children and families or the mental health population. In the fall semester students take a child and family practice course (SOCW 6410) or a mental health practice course (SOCW 6510). These courses focus on micro to mezzo level work with identified populations. In the spring, students take a mezzo to macro level course (SOCW 6430 for child and family track students or SOCW 6530 for mental health focused students). The rationale for providing students with two tracks to take is to provide students an opportunity to develop an expertise with a population in terms of specific practices and policies and apply advanced generalist perspectives and practices to the population

CORE AND ADVANCED COMPETENCIES AND PRACTICE BEHAVIORS

The program’s 9 core competencies and practice behaviors are directly linked to the mission and goals of MSW program. The advanced competencies and practice behaviors are the basis for the advanced curriculum that develops students into skilled and knowledgeable Advanced Generalist Practitioners

with a focus on the child and family practice or mental health practice tracks. The 9 core competencies and practice behaviors are the basis for the foundation year curriculum and upon which the advanced curriculum is built. Although the competency is the same for both the foundation and advanced levels, the practice behaviors for the advanced competencies are of more breadth and depth than is to be expected at the foundation level. The following is a chart of the program's foundation (core) and advanced competencies and practice behaviors.

<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p>
<p>Foundation Behaviors</p>
<p>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context,</p>
<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations,</p>
<p>3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication,</p>
<p>4. Use technology ethically and appropriately to facilitate practice outcomes, and</p>
<p>5. Use supervision and consultation to guide professional judgment and behavior</p>
<p>The advanced student will exhibit critical thinking and behavior that demonstrates an advanced level of ethical and professional behavior. Students will demonstrate Competency 1 at the advanced level by demonstrating the following behaviors:</p>
<p>Advanced Behaviors</p>
<p>1. Demonstrate the ability to be personally and professionally mindful and conscious of self and the impact of one's worldview on one's practice</p>
<p>2. Actively seek out supervision and consultation to guide professional judgment and practice</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of Identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p>

Foundation Behaviors
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels,
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences, and
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
The advanced student will apply knowledge of privilege, oppression, and difference in their assessments and interventions with client systems. Students will demonstrate Competency 2 at the advanced level by demonstrating the following behaviors:
Advanced Behaviors
1. Use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma on clients/constituents and their systems to guide intervention planning
2. Demonstrate and understand the impact of privilege and oppression on diverse client systems
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations. Are knowledgeable about theories of human need and social justice and strategies to promote social, economic justice, and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected Social workers:
Foundation Behaviors
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels, and
2. Engage in practices that advance social, economic, and environmental justice
The advanced student will demonstrate the ability to identify inequalities and other forms of social injustice in services and play a leadership role in addressing and reducing such disparities. The advanced student will demonstrate the ability to recognize and understand various forms and mechanisms of oppression and engage in practices that reduce disparities and social inequalities. Students will demonstrate Competency 3 at the advanced level by demonstrating the following behaviors:
Advanced Behaviors
1. Advocate for reduction of service disparities relevant to the context of their practice
2. Demonstrate leadership that promotes social work practice, social and economic justice and human rights
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally reformed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
Foundation Behaviors
1. Use practice experience and theory to inform scientific inquiry and research,
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings, and

3. Use and translate research evidence to inform and improve practice, policy, and service delivery
The advanced student will use principles of evidence-based practice to assess clients & select interventions, alter practice strategies & programs to take advantage of research findings, & use research methods to evaluate effectiveness of interventions. Students will demonstrate Competency 4 at the advanced level by demonstrating the following behaviors:
Advanced Behaviors
1. Evaluate the effectiveness of practice and programs in achieving intended outcomes
2. Alter practice and program strategies based on evaluation of effectiveness
3. Apply principles of evidenced based practice models in assessing and intervening with client systems
Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
Foundation Behaviors
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services,
2. Assess how social welfare and economic policies impact the delivery of and access to social services,
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
The advanced student will demonstrate the ability to advocate individually and with others for movement toward fair and just policies in society and practice. Students will demonstrate Competency 5 at the advanced level by demonstrating the following behaviors:
Advanced Behaviors
1. Collaborate with individuals, groups, community-based organizations and government agencies to advocate for policies that promote equitable access to culturally competent resources and services
2. Analyze and compare and utilize theories and concepts of leadership in policy practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional

collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

Foundation Behaviors

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies, and
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

The advanced student will demonstrate the ability to effectively apply self-awareness and culturally responsive engagement strategies when serving individuals from diverse populations. They will understand and utilize the influence of the worker's and client's system, cultural beliefs, and value system in the development of effective interventions. Students will demonstrate Competency 6 at the advanced level by demonstrating the following behaviors:

Advanced Behaviors

1. Use culturally sensitive/competent approaches to engage diverse client systems in practice
2. Exhibit self-awareness and positive use of self in the engagement process

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

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

Foundation Behaviors

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies,
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies,
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies, and
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

The advanced student will demonstrate the ability to carry out multidimensional and complex assessments of client systems and to develop multifaceted intervention strategies with various populations and presenting problems, including those related to their chosen population. Students will demonstrate Competency 7 at the advanced level by demonstrating the following behaviors:

Advanced Behaviors

1. Demonstrate knowledge of multiple assessment techniques used at various systems levels
2. Attend to the client systems concerns as defined, perceived, and experienced by the client system.
3. Demonstrate advanced assessment skills appropriate to client systems served in the student's chosen track.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
Foundation Behaviors
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies,
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies,
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes,
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies, and
5. Facilitate effective transitions and endings that advance mutually agreed-on goals
The advanced student will demonstrate the ability to develop and implement multifaceted intervention strategies at various systems levels and with diverse populations including those related to their chosen population. Students will demonstrate Competency 8 at the advanced level by demonstrating the following behaviors:
Advanced Behaviors
1. Demonstrate knowledge of advanced intervention strategies for social work practice at various systems levels
2. Develop and implement appropriate intervention plans with measurable outcomes with client system participation
3. Exhibit intervention skills appropriate to client systems served in the student's chosen track.
4. Recognize evidence based and emerging intervention strategies appropriate for serving their chosen population.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
Foundation Behaviors
1. Select and use appropriate methods for evaluation of outcomes,
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes,
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and

4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
The advanced student will demonstrate the ability to integrate feedback from evaluation processes into subsequent work with clients & systems. They will also evaluate their own professional growth and assess factors related to their professional development process. Students will demonstrate Competency 9 at the advanced level by demonstrating the following behaviors:
Advanced Behaviors
1. Integrate information from evaluation processes to guide future work with client systems
2. Involve conscious use of self in social work practice as part of personal and professional growth and development

MSW PROGRAM TRACKS – Mental Health and Child and Family

As described above, in the advanced year, students will select between one of two “tracks,” in which their studies focus on a particular population. These two tracks are (a) mental health or (b) children and families. The objectives for both these areas are as follows, students are expected to:

Mental Health Track Objectives:

- (1) Gain a comprehensive understanding of the historical roots and current trends of social work practice within the mental health system.
- (2) Incorporate the vast knowledge base related to domestic and global diversity and to promote diversity awareness and sensitivity necessary for effective social work practice, especially within the mental health system.
- (3) Exhibit and critically analyze professional social work values and ethics to their practice within the mental health system.
- (4) Gain and display insight in the use of self and the application of personal strengths and skills in working within the mental health system.

Child and Family Track Objectives:

- (1) To gain a comprehensive understanding of the historical roots and current trends of social work practice with children and families.
- (2) To incorporate the vast knowledge base related to domestic and global diversity and to promote diversity awareness and sensitivity necessary for effective social work practice, especially with children and families.
- (3) Exhibit and critically analyze professional social work values and ethics to their practice with children and families.
- (4) Gain and display insight in the use of self and the application of personal strengths and skills in working with children and families.

ADMISSION REQUIREMENTS

College of Graduate Studies Admission

To be admitted into the College of Graduate Studies at the University of Toledo and to be eligible to have their MSW application evaluated, a student must have:

- (1) Earned a bachelor’s degree from an accredited university or its international equivalent.
- (2) Earned a GPA of at least 2.7 for all previous academic work. If the applicant’s GPA is under 2.7, the applicant must submit the results of the GRE. Applicant’s scores on both the quantitative and verbal reasoning portions of the exam must be in no lower than the 29th percentile.
- (3) Completed undergraduate coursework in at least three of these six areas: statistics, human biology, political science, sociology, economics, and/or psychology (Note: a course in statistics is strongly suggested).
- (4) As per College of Graduate Studies policies, international applicants must demonstrate adequate financial resources for graduate education. In addition, non-native English speakers must achieve satisfactory scores on the Test of English as a Foreign Language (TOEFL) and may be required to submit GRE scores. See the College of Graduate Studies web site for more information on these requirements.

- (5) Those with an earned BSW (by May) from a CSWE-accredited social work program may apply for consideration as an advanced standing student.
- (6) Submitted all application materials by designated deadlines.

The College of Graduate Studies establishes admission statuses for the University. The MSW program will allow course enrollment for students who have been admitted to the College of Graduate Studies with one of the following admission statuses:

- (1) *Regular Admission.* An applicant is admitted as a regular graduate student if, after considering all of the required documents, the applicant is considered to meet all admission requirements.
- (2) *Provisional Admission.* An applicant may be admitted as a provisional student if, at the time of application, all requirements for admission have not been completed. All admission requirements must be completed no later than the first semester of attendance.
- (3) *Special Student Status.* Applicants interested in taking graduate courses for personal enrichment, professional development, certification, or who wish to explore graduate study prior to deciding on a degree program may enroll under Special Student Status. These students must have permission of their graduate advisor or the Program Director to enroll in each specific course. This status is not an admission to a College of Graduate Studies degree program. However, upon application to the College of Graduate Studies and subsequent acceptance to a degree program, a maximum of 9 semester hours earned while on this status may, upon approval, be counted toward a degree. Applicants must present proof of a bachelor's degree at the time of application or within the first semester of enrollment; without such proof, registration will be cancelled.
- (4) *Conditional Admission Status.* Applicants who meet all qualifications for admission to a graduate program, except for the TOEFL requirement, will be considered for conditional admission. To be considered in this category, the applicant must (1) have submitted a TOEFL score greater than 450, (2) be self-supporting, and (3) satisfy all other academic requirements. A student with conditional admission status may not register for any graduate level course work until a TOEFL score of 550 or higher is obtained. Students in this category will be required to enroll for English language training at the American Language Institute until the required minimum 550 TOEFL score is achieved.
- (5) *Transient Admission.* A student enrolled in a graduate program at an accredited institution other than the University of Toledo may be admitted as a graduate transient student. A transcript of work completed at the University of Toledo will be sent to the student's home institution for the semester enrolled. This status is granted on a semester basis and is contingent upon approval of the institution in which the student is pursuing a degree.

ADMISSION TO MSW PROGRAM

In order to enter the MSW Program students must be accepted into the University of Toledo, College of Graduate Studies and the MSW Social Work Program. Individuals aspiring to enter the University of Toledo MSW Social Work Program must submit the College of Graduate Studies application, resume, and request for transcripts to the College of Graduate Studies. Then, you will need to complete the MSW program application & field application, graduate assistantship application (if interested), and have your letters of recommendations sent to the College of Graduate Studies email at grdsch@utoledo.edu. All information submitted to the College of Graduate Studies is reviewed and sent to the social work program. An admission committee made up of social work faculty reviews the application materials. The admissions committee's decisions are based upon the applicant's ability to meet the admissions criteria. In situations where applicants are similar in

academic preparation and performance, preference is given to applicants with a demonstrated commitment to social and economic justice.

Admission Criteria

MSW Foundation Program Admission Criteria:

Students applying for admission into the **Foundation MSW Program** must meet

The following criteria for admission to the Foundation program:

1. Earned bachelor's degree from an accredited university or its international equivalent.
2. Earned GPA of at least 2.7 for all previous academic work. If the applicant's GPA is under 2.7, the applicant must submit the results of the GRE. The applicant's GRE score must be in no lower than the 29th percentile for their application to be evaluated.
3. Completed undergraduate coursework in at least three of the following areas:
 - a. Statistics – one course
 - b. Human Biology – one course
 - c. Political Science – one course
 - d. Sociology – one course
 - e. Economics – one course
 - f. Psychology – one course(Applicants who have not completed this requirement may be provisionally admitted to the program with the requirement that they complete required coursework prior to graduation.)
4. Provide a personal statement that addresses the following topics:
 - a. Factors that influenced your decision to become a social worker and pursue an advanced degree. How will this degree help you achieve your professional goals?
 - b. A pressing social problem in your opinion, what makes this problem particularly salient, and ways you might address it as a masters-level social worker.
 - c. Your experience in the area of social and economic justice and any of your goals in this area beyond those addressed in the first part of this question.
 - d. Accomplishments you believe are relevant. These may or may not include ways in which you have demonstrated leadership in areas such as employment, volunteerism, Peace Corps, AmeriCorps, VISTA, and military service.
5. Submission of three letters of recommendation, including one academic and two professional recommenders.
6. If from a non-English speaking country, achieved satisfactory scores on the Test of English as a Foreign Language (TOEFL) and the general test of the GRE.
7. If an international student, demonstrated adequate financial resources for graduate education. Students must provide proof of health and accident insurance at the time of course registration.
8. Submitted all application materials by designated deadlines.

The above materials are required for an applicant to be considered for admission to the foundation and advanced standing program.

MSW Advance Standing Admission Criteria:

Students applying for **Advanced Standing MSW Program** must meet

The following criteria for admission to the Advanced Standing Program:

1. Hold a bachelor's degree in social work from a CSWE-accredited social work program.

2. Have a minimum undergraduate GPA of 2.7.
3. Have earned at least a B- or above in all undergraduate social work courses
4. Provide a resume and three letters of recommendation, including one academic and two professional recommenders.
5. Provide a personal statement that addresses the following topics:
 - a. Factors that influenced your decision to become a social worker and pursue an advanced degree. How will this degree help you achieve your professional goals?
 - b. A pressing social problem in your opinion, what makes this problem particularly salient, and ways you might address it as a masters-level social worker
 - c. Your experience in the area of social and economic justice and any of your goals in this area beyond those addressed in the first part of this question
 - d. Accomplishments you believe are relevant. These may or may not include ways in which you have demonstrated leadership in areas such as employment, volunteerism, Peace Corps, AmeriCorps, VISTA, and military service.

The application may be found on the social work website [HERE](#).

Life/Work Experience Credit

The following is our policy concerning social work credit for life/work experience:

The field work experience is of central importance for the educational development of the social work student. However, life and work experience in and of itself is not considered "field experience." The process by which the experience is gained is considered paramount within social work education. The key elements of the field experience include the integration of course work, qualified supervision, and freedom to address concerns in a nurturing academic environment. As a result, the social work program will not accept or grant academic credit for past life work experience unless that experience is part of master's level academic credit that is awarded by a social work program accredited by the Council on Social Work Education.

Transfer Credit

The following conditions must be met in order to transfer graduate credit:

1. All graduate credits requested for transfer must carry a grade of A, A-, B+ or B. Credit for an S grade may be transferred only if the grading institution verifies that the S translates into a grade of B or higher. Research hours earned at another university are not transferable towards research hours for a project, thesis, or dissertation. Courses taken for professional development cannot be transferred for graduate credit.
2. The student must have been admitted and enrolled as a graduate student at the institution where the graduate credit was completed.
3. Courses requested for transfer from an institution outside of the United States will be evaluated on an individual basis. To be considered, the credits to be transferred must have been earned in a program judged by the University graduate program to be comparable to a graduate degree program of a regionally accredited institution in the U.S. and appropriate documentation must accompany the request.

4. The credit requested for transfer must not have been applied in whole or in part toward any other degree from another university. Requests for transfer or credits, applied in whole or in part toward a graduate certificate from another university, will be reviewed on a case-by-case basis. The final determination will be made by the Graduate Dean.
5. The student is actively pursuing a graduate degree program at UT.
6. Provisionally admitted students must meet the terms of their admission to achieve regular admission status before requesting transfer of credit. By definition, transfer of credit is not appropriate for graduate, non-degree students as they have no graduate degree program toward which credit can be transferred. If a graduate non-degree student becomes regularly admitted to a graduate degree program, transfer of credit can then be requested (Graduate courses completed at UT in non-degree status and later applied toward degree requirements are not considered as transfer credit from outside the University).
7. The amount of credit transferred does not exceed one-third of the hours required for the graduate degree. Requests for exceptions to this requirement will only be considered with supporting documentation and would only be approved in unusual circumstances. Academic colleges and/or programs and departments may have more restrictive policies with regards to the number of transferable credits or eligibility of specific courses. Transfer credit will only be considered by the College of Graduate Studies if it has been reviewed and approved through the required channels of the student's academic department and college.
8. Credit applied towards the master's degree and education specialist degree must have been earned within the period of six years immediately preceding the time the degree is awarded. Credit applied for the doctoral degree must have been earned within seven years immediately preceding the time the degree is awarded (combined M.D./Ph.D. program limit is ten years). Credit applied towards a graduate certificate must have been completed within the four years immediately preceding the time the certificate is awarded. Transfer credit is reviewed again at the time of graduation to ensure the course work falls within the time to degree limits. If the previously approved transfer credit is beyond the time limitation for the degree, it can no longer be used to fulfill degree requirements. Transfer credits are not eligible for recertification.

The following process must be followed to request transfer of graduate credit:

1. Application for transfer of credit must be made to the student's advisor on a [Request for Transfer Credit](#) form available on the College of Graduate Studies' website. If endorsed by the academic department and college, the form should be forward to the College of Graduate Studies.
2. A Plan of Study must accompany any request for transfer credit. If an approved Plan of Study is already on file with the College of Graduate Studies, an amended Plan of Study or Plan of Study Course Substitution Form must accompany a request for transfer credit.
3. Students must attach a copy of the course description from the institution at which the course to be transferred was completed. Students may also be asked to provide a statement from the institution confirming that the course was not used toward a prior degree. Additional documentation may requested by the College of Graduate Studies if necessary to make a determination on the transfer request.

4. An official transcript reflecting the credit requested for transfer must be on file in the College of Graduate Studies or submitted with the Request form. Transcripts marked 'Issued to Student' will not be accepted.
5. Final approval for transferred credit is granted only by the Graduate Dean or designee. Any prior assurances for transfer of credit given by faculty or staff must be regarded as professional opinions and do not commit the University to final approval of the credits.
6. Once final approval has been granted and official transcripts received, the credits hours (not grades) for the approved courses are transferred to the student's UT graduate degree program.

Additional Restrictions:

1. The transfer of credit for purposes of consolidating transcripts is not permitted.
2. A student may substitute an acceptable alternative for a required course in the case where a substantially similar course was completed as part of a previous degree. Such a substitution requires the approval of the advisor, department chair or program director, college associate dean and College of Graduate Studies and must not decrease the number of course hours required by The University of Toledo. Substitutions may be requested on the Plan of Study form.
3. A maximum of nine semester hours of post-master's credit may be transferred to a doctoral program subject to all required approvals for the transfer of graduate credit. This is in addition to the 30 credits that can transfer from a master's program.
4. A maximum of twelve graduate course credits may be counted in common between two University of Toledo master's degrees if the course work is appropriate for the student's program and has received all required approvals.
5. Requests to apply up to twelve credits from an awarded University of Toledo graduate or advanced degree to another University of Toledo graduate degree will be evaluated on an individual basis subject to all required approvals.
6. In all cases, unless a specific exception has been approved, the total amount of credit transferred and/or applied in common between UT graduate degrees may not exceed one-third of the hours required for the graduate degree.

Admission Committee

All application materials are reviewed online. Applicants report their cumulative GPA and list the classes and grades for those classes that they completed in the last two years of their undergraduate (or graduate) studies. These GPAs are spot checked for accuracy by assigned faculty. Two reviewers are assigned to review each applicant's file. Every aspect of the application is reviewed and scored. A standardized score sheet has been developed providing parameters for points awarded based on undergraduate GPA, GPA over the most recent two years, letters of reference, writing skills, content of personal statement, and diversity.

If the two reviewers are close in the score awarded, the average of the two scores is used to determine the student's place in the admission process. If the scores have a difference of three

points or greater, a third reader evaluates the file. The two highest scores are averaged to become the final score.

The MSW Program Committee then decides how many spaces we have available in the foundation program and the advanced standing program. They make a determination of a cut-off score. Students with that score and higher are recommended for admission. Students with lower scores are denied admission.

While the program sends a letter to the student recommending admission or denial, the College of Graduate Studies sends the official letter with the admission decision. If denied, students may appeal the decision. Applicants that appeal the decision inform the MSW Program Director of their desire to appeal. If a completed application is appealed, the entire MSW Committee reviews and scores the application. The average of all scores are taken to become the final applicant score. If the applicant is still denied, he/she can meet with the program director to get feedback on their application packet and suggestions to improve their application should they decide to apply again the following year.

Applicants that are accepted into the program also have the option to defer admission for a year if they so choose. In such cases, a record of the applicant's acceptance into the program and their decision to defer will be kept by the program director, and the applicant will be directed to contact the program in the spring of the following year if they chose to attend the program. Such applicants are exempt from the social work application process for one year but must reapply to the graduate school.

Advisement, Retention, and Termination

When students are admitted to the program, they receive a letter from the social work program recommending admission into the program. At that time students are provided the name and contact information for their advisor. Two of our social work faculty currently serve as advisors for the MSW Program. Students are assigned based on their last name, with students with the last name A through K being assigned to Dr. Arvinth Natarajan and students with the last name L through Z being assigned to Dr. Janet Hoy-Gerlach. Students first meet their advisor at the MSW Orientation. This is a two-hour meeting that newly incoming students are invited to that occurs before the end of the spring semester and prior to the beginning of summer. At the MSW Orientation, students meet their advisor and are welcomed by other faculty in the program. At the orientation, students and their advisor complete their "Plan of Study" that outlines all of the classes that each will take in each semester until graduation. Students register for summer and/or fall classes at that time. For those students that cannot make it to the orientation, they are advised in the letter to contact and meet with their advisor to be oriented and complete his/her plan of study.

The MSW Program Director is not eligible to serve as an advisor while in the role of Director. In exchange for the time and commitment needed in academic advising, appointed advisors will receive one course release during each academic year. MSW advisors will serve as advisor for a minimum of two years. This responsibility will rotate beginning with a staggering appointment in which one advisor will serve for two years while the other will serve for three years. The responsibilities of an MSW Advisor are to work with half of the MSW student body each academic year performing the following duties and responsibilities:

- To participate in informational sessions designed to inform potential students about the MSW program and orient incoming students about the steps needed to be successful in the program.

- To complete a “plan of study” for every student admitted.
- To clarify academic policies, college or university regulations, program requirements, procedures, and other department information students may need.
- To maintain professional integrity, confidentiality, respect, and sensitivity in advising matters.
- To accept referrals from faculty or staff of those students who need help to resolve academic issues.
- To provide MSW student and program information to the Graduate School or Social Work Program as needed.
- To answer questions, troubleshoot minor problems, and provide guidance to students who may be having difficulty.
- To facilitate professional and/or mentoring relationships between students and faculty engaged in research, projects, or who have been involved in careers or interests of a student in question.
- To develop reports on the number of students who will be taking courses each semester and those eligible for field.

Professional advising is provided by all social work faculty and staff. Students are encouraged to talk with faculty who have experience in their specific areas of interest. The Social Work faculty have significant social work experience and can assist students concerning the profession of social work.

Information about advisors’ telephone numbers and office hours can be obtained by calling the Program Director, Dr. Megan Petra, at 419-530-5338 or emailing megan.petra@utoledo.edu.

Plan of Study

The sample schedules of curriculum tables on the following pages will be used to develop a Plan of Study which is a formal document that is developed in collaboration with the student and their assigned advisor. The Plan of Study is then submitted to the MSW Program Director for approval and once approved it is forwarded to the College of Graduate Studies. This is to be completed during the student’s first semester in the program. This plan is to be followed to the letter and any changes to the plan must be approved by the student’s advisor and the MSW Program Director before a new Plan of Study form reflecting changes to the original plan is completed and processed.

Professional Associations

MSW students are encouraged to seek membership in the professional associations of their choice. It is highly recommended that students seek membership in the National Association of Social Workers (NASW) as student members. The NASW is the primary professional association for professional social workers and offers significant discounts. Membership application is available at: <https://www.socialworkers.org/nasw/join/default.asp> Membership is optional and voluntary; however, it is encouraged. Discounted student memberships are available in most associations.

SOCIAL WORK PROGRAM CURRICULUM

The following table, Table 2.0 and 2.1, provides a snapshot of the above narrative. This is the schedule for the full-time foundation student. Table 2.2 and Table 2.3 provide part-time sample schedules for foundation students.

**TABLE 2.0 FULL-TIME FOUNDATION YEAR 1
PLAN OF STUDY**

FALL YEAR 1- FOUNDATION	SPRING YEAR 1- FOUNDATION
SOCW 5010 Social Work Research Methods and Analysis	SOCW 5120 Social Work Practice II
SOCW 5110 Social Work Practice I	SOCW 5130 Social Work Practice III
SOCW 5210 Micro Social Work Perspectives on Human Behavior and the Social Environment	SOCW 5220 Macro Social Work Perspectives on Human Behavior and the Social Environment
SOCW 5330 Policy Issues and Analysis in Social Work	SOCW 6140 Advanced Social Work Assessment
SOCW 5900 Foundation Field Experience & Integrated Seminar I	SOCW 5910 Foundation Field Experience & Integrated Seminar II

**TABLE 2.1 FULL-TIME FOUNDATION YEAR 2
PLAN OF STUDY**

FALL YEAR 2- ADVANCED	SPRING YEAR 2- ADVANCED
SOCW 6030 Research Methods for <u>Macro</u> Social Work Practice OR SOCW 6040 Research Methods for <u>Micro</u> Social Work Practice	SOCW 6120 Advanced Generalist Practice II
SOCW 6110 Advanced Generalist Practice I	SOCW 6130 Advanced Generalist Practice III
SOCW 6200 Disparities, Diversity, & Social Justice	
SOCW 6410 Social Work Practice with Children & Families – Micro OR SOCW 6510 Social Work Practice in Mental Health – Micro	SOCW 6430 Social work Practice with Children & Families – Macro OR SOCW 6530 Social Work Practice in Mental Health – Macro
SOCW 6900 Advanced Social Work Field Experience and Integrated Seminar I	SOCW 6910 Advanced Social Work Field Experience and Integrated Seminar II

PLAN OF STUDY

The **Foundation Program** curriculum is organized so that content from the previous semester provides the basis for the content in the following semester. Additionally, content within the curriculum is organized to compliment the student’s learning in the field. During the first semester, foundation students enroll in the Foundation Field Lab. For the first three weeks of the semester, students are introduced to the agency, the intern’s role in the agency, the field plan, and safety concerns. After this content is provided, students begin their first placement experience. In the fall, students complete 15.5 hours of field per week for twelve to thirteen weeks and a field class each week. In the spring, foundation students continue in the same field placement agency, continuing to intern for 15.5 hours per week for the full 15 weeks of the semester along with the field class. At the end of the foundation year, students have logged approximately 425 hours in their foundation field.

The three-week time period at the beginning of fall prior to students actually going to their field agencies is also a good time for classes to provide some content that will be important for students to have early exposure to, for example, interviewing skills in Practice I or human development theory

from the Human Behavior and the Social Environment class. Many of the students begin working with individuals and families in their first semesters of field, making it important for that content to be provided in fall semester.

However, not all of the students are able to attend full-time. Because of that, we have a three and four-year plan of study for part-time students. These plans are provided in Table 1 and 2 below.

**TABLE 2.2 PART-TIME, 3 YEAR, FOUNDATION
PLAN OF STUDY**

FALL YEAR 1	SPRING YEAR 1
SOCW 5010 Social Work Research Methods and Analysis	SOCW 5120 Social Work Practice II
SOCW 5110 Social Work Practice I	SOCW 5130 Social Work Practice III
FALL YEAR 2	SPRING YEAR 2
SOCW 5210 Micro Social Work Perspectives on Human Behavior and the Social Environment	SOCW 5220 Macro Social Work Perspectives on Human Behavior and the Social Environment
SOCW 5330 Policy Issues and Analysis in Social Work	SOCW 6140 Advanced Social Work Assessment *(if you don't take it in the summer)
SOCW 5900 Foundation Field Experience & Integrated Seminar I	SOCW 5910 Foundation Field Experience & Integrated Seminar II
SOCW 6200 Disparities, Diversity & Social Justice *(if you don't take it in the summer)	
*Summer Course Options: SOCW 6200 Disparities, Diversity & Social Justice SOCW 6110 Advanced Generalist Practice I SOCW 6140 Advanced Social Work Assessment	
FALL YEAR 3	SPRING YEAR 3
SOCW 6030 Research Methods for <u>Macro</u> Social Work Practice OR SOCW 6040 Research Methods for <u>Micro</u> Social Work Practice	SOCW 6120 Advanced Generalist Practice II
*SOCW 6110 Advanced Generalist Practice I (if you don't take it in the summer)	SOCW 6130 Advanced Generalist Practice III
SOCW 6410 Social Work Practice with Children & Families – Micro OR SOCW 6510 Social Work Practice in Mental Health – Micro	SOCW 6430 Social work Practice with Children & Families – Macro OR SOCW 6530 Social Work Practice in Mental Health – Macro
SOCW 6900 Advanced Social Work Field Experience and Integrated Seminar I	SOCW 6910 Advanced Social Work Field Experience and Integrated Seminar II

TABLE 2.3 PART-TIME, 4 YEAR, FOUNDATION

PLAN OF STUDY

FALL YEAR 1	SPRING YEAR 1
SOCW 5010 Social Work Research Methods and Analysis	SOCW 5120 Social Work Practice II
SOCW 5110 Social Work Practice I	SOCW 5130 Social Work Practice III
FALL YEAR 2	SPRING YEAR 2
SOCW 5210 Micro Social Work Perspectives on Human Behavior and the Social Environment	SOCW 5220 Macro Social Work Perspectives on Human Behavior and the Social Environment
SOCW 5330 Policy Issues and Analysis in Social Work	SOCW 6140 Advanced Social Work Assessment
SOCW 5900 Foundation Field Experience & Integrated Seminar I	SOCW 5910 Foundation Field Experience & Integrated Seminar II
FALL YEAR 3	SPRING YEAR 3
SOCW 6030 Research Methods for Macro Social Work Practice OR SOCW 6040 Research Methods for Micro Social Work Practice	SOCW 6120 Advanced Generalist Practice II
SOCW 6110 Advanced Generalist Practice I	SOCW 6130 Advanced Generalist Practice III
SOCW 6200 Disparities, Diversity and Social Justice	
FALL YEAR 4	SPRING YEAR 4
SOCW 6410 Social Work Practice with Children & Families – Micro OR SOCW 6510 Social Work Practice in Mental Health – Micro	SOCW 6430 Social work Practice with Children & Families – Macro OR SOCW 6530 Social Work Practice in Mental Health – Macro
SOCW 6900 Advanced Social Work Field Experience and Integrated Seminar I	SOCW 6910 Advanced Social Work Field Experience and Integrated Seminar II

ADVANCED STANDING CURRICULUM SCHEDULE

Students having a BSW from a CSWE accredited undergraduate program, with an overall GPA of 2.7 or higher and having earned at least a B- in all BSW social work courses are eligible to apply for advanced standing. Advanced standing assumes that because of the standardized curriculum afforded by accreditation at the BSW level, students have mastered the foundation core competencies. These students begin our MSW Program in the summer taking one class. Table 3.0 below shows a plan of study for a full-time advanced standing student.

**TABLE 3.0 FULL-TIME, 1 YEAR, ADVANCED STANDING
PLAN OF STUDY**

SUMMER	FALL	SPRING
SOCW 6110 Advanced Generalist Practice I (can take in the summer or fall)	SOCW 6030 Research Methods for Macro Social Work Practice OR SOCW 6040 Research Methods for Micro Social Work Practice	SOCW 6120 Advanced Generalist Practice II

SOCW 6140 Advanced SW assessment (required in the summer for advanced standing)	SOCW 6110 Advanced Generalist Practice I (if you don't take it in the summer)	SOCW 6130 Advanced Generalist Practice III
SOCW 6200 Disparities, Diversity and Social Justice (required in the summer for advanced standing)	SOCW 6410 Social Work Practice with Children & Families – Micro OR SOCW 6510 Social Work Practice in Mental Health – Micro	SOCW 6430 Social work Practice with Children & Families – Macro OR SOCW 6530 Social Work Practice in Mental Health – Macro
	SOCW 6900 Advanced Social Work Field Experience and Integrated Seminar I	SOCW 6910 Advanced Social Work Field Experience and Integrated Seminar II

Above is the full-time advanced standing sample schedule. Advanced standing students may also complete the program on a part-time basis. You will work with your advisors to find the best schedule for your needs. Table 3.1 & 3.2 provides a plan of study for the two or three-year advanced standing student.

TABLE 3.1 PART-TIME, 2 YEAR, ADVANCED STANDING PLAN OF STUDY

SUMMER YEAR 1	FALL YEAR 1	SPRING YEAR 1
SOCW 6140 Advanced SW assessment (required in the summer for advanced standing)	SOCW 6030 Research Methods for Macro Social Work Practice OR SOCW 6040 Research Methods for Micro Social Work Practice	SOCW 6120 Advanced Generalist Practice II
SOCW 6200 Disparities, Diversity and Social Justice (required in the summer for advanced standing)	SOCW 6110 Advanced Generalist Practice I	SOCW 6120 Advanced Generalist Practice III
	FALL YEAR 2	SPRING YEAR 2
	SOCW 6410 Social Work Practice with Children & Families – Micro OR SOCW 6510 Social Work Practice in Mental Health – Micro	SOCW 6430 Social work Practice with Children & Families – Macro OR SOCW 6530 Social Work Practice in Mental Health – Macro
	SOCW 6900 Advanced Social Work Field Experience and Integrated Seminar I	SOCW 6910 Advanced Social Work Field Experience and Integrated Seminar II

TABLE 3.2 PART-TIME, 3 YEAR, ADVANCED STANDING PLAN OF STUDY

SOCW 6140 Advanced SW assessment (required in the summer for advanced standing)	SOCW 6030 Research Methods for Macro Social Work Practice OR SOCW 6040 Research Methods for Micro Social Work Practice	SOCW 6120 Advanced Generalist Practice II
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SOCW 6200 Disparities, Diversity and Social Justice (required in the summer for advanced standing)	SOCW 6110 Advanced Generalist Practice I	SOCW 6120 Advanced Generalist Practice III
	SOCW 6030 Research Methods for Macro Social Work Practice OR SOCW 6040 Research Methods for Micro Social Work Practice	SOCW 6120 Advanced Generalist Practice II
	FALL YEAR 2	SPRING YEAR 2
	SOCW 6410 Social Work Practice with Children & Families – Micro OR SOCW 6510 Social Work Practice in Mental Health – Micro	SOCW 6430 Social work Practice with Children & Families – Macro OR SOCW 6530 Social Work Practice in Mental Health – Macro
	FALL YEAR 3	SPRING YEAR 3
	SOCW 6900 Advanced Social Work Field Experience and Integrated Seminar I	SOCW 6910 Advanced Social Work Field Experience and Integrated Seminar II

In the advanced year, students are placed in field settings that match the choice of population with which they hope to practice. When taking the program part-time, students generally take either child and family or mental health practice classes with their advanced field placement. This enables them to immediately apply the skills and knowledge learned in the classroom. The advanced placement requires students to be in their agency about 17.5 hours per week for 15 weeks each semester. In total, students log 262.5 hours per semester or 525 hours of advanced field experience during the academic year.

Our curriculum, including the foundation, advanced generalist, choice of population content, and field experience, has been developed in a coherent and integrated whole. Each class is designed to build from those classes taken before and to compliment the classes taken simultaneously.

COURSE DESCRIPTIONS

Throughout your master's program you are required to maintain a cumulative 3.0 GPA or higher. You must obtain C or higher in all classes. Field classes, SOCW 5900, SOCW 5910, SOCW 6900, SOCW 6910 require a B above.

SOCW 5010 – Social Work Research Methods and Analysis

Course introduces students to qualitative and quantitative research methodologies, supporting statistical methods as utilized within the social work profession, data analysis technology, and evidenced based social work practice concepts.

Prerequisites: None

SOCW 5110 – Social Work Practice I

Provides an overview of social work practice theory and paradigms on which to base practice with individuals, families, and groups, emphasizing strengths and empowerment, values and ethics, and understanding self.

Prerequisites: None

SOCW 5120 – Social Work Practice II

Provides an overview of social work theories that guide social work practice with groups and organizations, group development, leadership, and models of organizations within a social and economic justice framework.

Prerequisites: SOCW 5110, SOCW 5210

SOCW 5130 – Social Work Practice III

Provides historical and contemporary look at the social work profession, its roots in community organizing, theories underpinning group work, and community organizing. Strengths and empowerment models in addition to social justice are emphasized.

Prerequisites: SOCW 5110

SOCW 5210 – Micro Social Work Perspectives in Human Behavior and the Social Environment

Course is organized on a developmental model including social work perspectives and theory on biopsychosocial aspects of human growth and development. Critical analysis is encouraged through social justice conceptualizations.

Prerequisites: None

SOCW 5220 – Macro Social Work Perspectives in Human Behavior and the Social Environment II

Course views the behavior of groups, organizations, and communities including their environmental contexts through a social work perspective. Attention focuses on issues of diversity, oppression, and social and economic justice.

Prerequisites: SOCW 5210

SOCW 5330 – Policy Issues and Analysis in Social Work

Course covers the history of social work profession and major institutions. Through current policy issues, methods of policy analysis are provided. Students are introduced to various methods of policy practice.

Prerequisites: None

SOCW 5900 – Foundation Field Experience and Integrative Seminar I

The student participates in a weekly seminar to be oriented to field requirements, expectations, safety, and to integrate classroom learning to the field experience. During the 3rd week the student adds a field experience in an assigned field agency and completes on average of 15.5 field hours per week for a total of 208 hours during the fall semester. This course must be taken in consecutive fall and spring semesters with SOCW 5910.

SOCW 5910 – Foundation Field Experience and Integrative Seminar II

The student continues in the field placement which was assigned in SOCW 5900 and attends a weekly integrative field seminar. The student completes 217 field hours at an average of 15.5 hours per week. SOCW 5900 and 5910 must be taken in consecutive semesters.

Prerequisite: Permission of Field Director, SOCW 5900 with B or better.

Co-requisites: SOCW 5130 Permission of Field Director, SOCW 5900

All 6000 level courses require completion of the foundation level courses or advanced standing.

SOCW 6030 – Research Methods for Macro Social Work Practice.

Covers research methods specific to macro social work practice especially needs assessment and program evaluation. Content on research ethics, data management, and evidence-based practice are addressed.

Prerequisites: All SOCW 5000 level courses

SOCW 6040 – Research Methods for Micro Social Work Practice

Course covers the evaluation of client accomplishments through single subject design methods. Content on research ethics, data management, and evidence-based practice are addressed.

Prerequisites: All SOCW 5000 level courses

SOCW 6110 – Advanced Generalist Practice I

Advanced study of generalist social work practice and theory when working with individuals, families, and small groups with an integrated focus on social and economic justice.

Prerequisites: All SOCW 5000 level courses

SOCW 6120 – Advanced Generalist Practice II

Course provides advanced content on social work practice in organizations including financial management, supervision, and planning. Incorporates current theoretical perspectives and research on effective practice.

Prerequisites: SOCW 6110

SOCW 6130 – Advanced Generalist Practice III

Course provides advanced content on social work practice within the community and with groups. Particular attention is paid to community change processes and social and economic justice.

Prerequisites: SOCW 6110 and SOCW 6140

SOCW 6140 – Advanced Social Work Assessment

Course provides an overview of theories and methods of social work assessment with an emphasis on psychosocial assessment, micro assessments, and various tools used by social workers for assessment purposes.

Prerequisites: All SOCW 5000 level courses

SOCW 6200 – Disparities, Diversity and Social Justice

Course provides an understanding of the impact of social inequalities when working within diverse systems. Using self-reflection and critical analysis, students will build cultural and linguistic competence. Examines the mechanisms of privilege and oppression that impact the experiences of diverse populations using theories of critical multiculturalism and intersectionality. Expands students' knowledge, values, and attitude about social work practice at micro, mezzo, and macro levels.

Prerequisites: All SOCW 5000 level courses

SOCW 6410 – Social Work Micro Practice with Children and Family

Must take SOCW 6460 simultaneously. Course provides students with specialized knowledge about clinical practice with children and families. Included are major theoretical perspectives and practices

currently accepted in the field, with an emphasis on strengths and empowerment. Prerequisites: All SOCW 5000 level courses, advanced standing, or by permission.

Co-requisite: SOCW 6460

SOCW 6430 – Social Work Macro Practice with Children and Family

Must take SOCW 6470 simultaneously. This is the second of two Child and Family courses. It provides knowledge about current social work issues and practices in the mezzo and macro practice arenas, including social work practice related to laws, regulations, and policies concerning services for children and families. Prerequisites: SOCW 6410

Co-requisite: SOCW 6470

SOCW 6510 – Social Work Practice in Mental Health

Must take SOCW 6560 simultaneously. Course provides an understanding of the social worker's role in mental health practices. Included are major theoretical perspectives currently accepted in the field with an emphasis on strengths and empowerment.

Prerequisites: All SOCW 5000 level courses and SOCW 6140

Co-requisite: SOCW 6560

SOCW 6530 – Social Work Macro Practice in Mental Health

Must take SOCW 6570 simultaneously. This is the second of two mental health courses. It provides knowledge about current social work issues in the mezzo-macro practice arena, including social work practice related to laws, regulations, and policies concerning mental health services. Major emphasis is placed on social work practice at these levels with emphasis on social and economic justice. Prerequisites: SOCW 6110, SOCW 6410, SOCW 6510

Co-requisite: SOCW 6570

SOCW 6900 –Advanced Field Experience and Integrative Seminar I

Students are placed in a social work field agency and participate in a weekly integrative seminar. Students registered for 5 hours must complete 262.5 field hours at an average of 17.5 hours per week. SOCW 6900 and SOCW 6910 must be taken in fall and spring consecutive semesters during which students complete a cumulative total of 525 field hours.

Prerequisites: Permission of Field Director; Advanced Standing or SOCW 5900

Pre or co-requisite SOCW 6410 or SOCW 6510

SOCW 6910 – Advanced Field Experience and Integrative Seminar II

Students continue placement in the field agency assigned in SOCW 6900 and participate in a weekly integrative seminar. The student registered for 5 hours must complete 262.5 field hours at an average of 17.5 hours per week SOCW 6900 and 6910 must be taken in consecutive semesters during which students complete a cumulative total of 525 field hours.

Prerequisites: Permission of Field Director; SOCW 6900

Pre or co-requisite SOCW 6430 or SOCW 6530.

SOCW 6980 – Special Topics in Social Work

Content will vary as instructors present a single concentration on developments, problems, and controversies in social work.

1 to 3 Credit Hours

SOCW 6990 – Independent Study in Social Work

Directed study in social work under the supervision of a social work faculty member.

1 to 3 Credit Hours

Department Policy on Independent Study Courses

With permission of a faculty member in the Department of Social Work, a student may enroll in an independent study course. A detailed outline of the project, including the material to be covered and written work submitted, must be determined by the faculty member and student. In general, students may not take required courses by independent study. In cases of special hardship or other special cases, a student may request permission from the MSW Committee to substitute an independent study for a normally offered course. Students and faculty should be aware that it is the policy of the Department of Social Work to avoid such arrangements, so as many students as possible benefit from classroom interactions with both faculty and fellow students.

POLICIES AND REGARDING ACADEMIC CONCERNS AND PERFORMANCE ISSUES

The MSW Program adheres to the following policy regarding academic performance:

1. Students enrolled in the MSW Program are expected to earn a C or better in each class and maintain the required 3.0 GPA during the course of their studies.
2. If a student's GPA falls below 3.0 the student's advisor will refer the student to the Academic & Professional Performance Review Committee (APPRC) to discuss any issues related to the student's grades and to secure a plan for success in subsequent semesters.
3. In all cases in which a student receives a grade of C or lower, it is the responsibility of the instructor to inform the student's advisor of the grade.
4. If a student earns a C in any course, they will meet with their advisor to assess the situation and make a plan to address the identified problems. It is the student's responsibility to arrange a meeting time with their advisor to discuss the issues involved.
5. During the foundation year of the program (all SOCW 5000 level courses, excluding field) the student is allowed to receive a C in one course without having to repeat the course. In such cases, the instructor of the class in which the C is earned or the Program Director will inform the student's advisor of the grade, and the advisor will meet with the student to develop a written plan to address any concerns regarding the student's academic performance. This plan may include the student meeting with the Academic & Professional Performance Review Committee. The advisor will place a hard copy of the written plan in the student's file in the social work office.
6. If a student earns a second C or any other grade less than a B- during the foundation year of their program the student will meet with the APPRC to discuss issues related to their grade and will be required to complete a plan of remediation as recommended by the committee. As part of the plan of remediation, the student will be required to repeat one of the two courses in which they earned less than a B- as stipulated by the APPRC.
7. If a student earns a grade lower than a B- in the second year of the program (in any SOCW 6000 level course) the student will be required to meet with the APPRC to discuss issues related to the grade and will be required to repeat the course.
8. All courses needing to be repeated due to substandard academic performance must be repeated in the classroom, and not by way of an independent arrangement with an instructor.
9. A course in which a student has earned a PR or an Incomplete will not be considered as a completed course. Students must complete the coursework necessary for their permanent grade to be considered in order to have successfully completed the course. If the course is a prerequisite for another course, that prerequisite is considered as not having been met until the final grade is submitted.
10. If a student's cumulative GPA drops below 3.0 for two consecutive semesters they may be removed from the program for a minimum of one year, or they may be required to fulfill a plan of remediation as developed by the APPRC in order to continue in the program.
11. Students that are removed from the program may be given the option at the time of their removal to petition the APPRC for readmission to the program following the specified period of removal from the program. Students given this option will be provided a detailed plan of remediation and will submit their completed remediation plan to the APPRC at the time that they request readmission. For readmission to occur in such cases, the APPRC must review and accept the student's completed remediation plan and must recommend readmission to the Master's Program

Committee. The Master's Program Committee will then in turn make the decision whether to readmit the student.

DEPARTMENT OF SOCIAL WORK
ACADEMIC & PROFESSIONAL PERFORMANCE REVIEW COMMITTEE
Policies and Procedures
Adopted by APPRC, May 4, 2009

Social work education serves the function of assuring that competent persons enter the social work profession, and UT's Department of Social Work is committed to ensuring that students from our program are well-suited for the professional demands, roles, and responsibilities of social workers. In addition, the department wants to enhance the probability that students will succeed educationally and professionally. Social work faculty, staff, or students may have concerns about a particular student's performance in the BSW or MSW program – concerns that raise questions about the student's ability to succeed academically or suitability for a career in social work. The Department of Social Work has established the Academic & Professional Performance Review Committee (APPRC) to address these concerns. The following policies and procedures govern the functioning of the APPRC.

Definition of Academic Performance

The Department of Social Work, like other professional education programs, defines academic performance as more than just the attainment of a particular grade. We agree with Cole and Lewis (2000) and the U.S. Supreme Court that "... professional behavior, especially in clinical and practice settings, is an *academic requirement* and therefore an educational component of professional preparation" (p.214). Therefore, concerns about student performance and suitability may include problems with behavior in the classroom and field settings. Both grade-related and behavioral difficulties may signify that a student needs support or this may place a student at risk of academic disciplinary action.

Composition of the Academic & Professional Performance Review Committee

The APPRC consists of 3-4 departmental faculty and staff members. The committee must include at least one field representative, one member of the BSW Committee, and one member of the MSW Committee. Neither the program directors, program secretary, nor adjunct faculty may be members of the APPRC.

The committee will select a chairperson or co-chairs at the beginning of each academic year. If the Chair of the APPRC initiates a request to bring a student before the APPRC or there is another conflict of interest, another committee member will be designated as chair for the meeting in which the committee reviews that particular student.

Note: Students are excluded from membership on the APPRC to ensure the privacy of referred students.

Referral to the Academic & Professional Performance Review Committee

A student may be referred to the APPRC by any departmental faculty or staff member; in addition, a student may self-refer. If other concerned individuals, such as the student's agency field instructor or other students, present problems with a particular student to a department member, this individual may decide to make a referral to the committee. Referrals must be made to the committee Chair using the APPRC Referral Form.

Student Privacy and Confidentiality

All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy laws. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.

The faculty operates under the professional concept of a "circle of confidentiality," which means that departmental personnel and field instructors have a right and an obligation to exchange information about students. Such an exchange is necessary because student performance may impact the operation, integrity, and goals/objectives of the program. Conversations may be required in order to ensure student's safety, well-being of UT and field agency personnel, clients, and additional collaterals. We want to work together to create an environment conducive to the student's success.

Procedures and Process

Before the Meeting

At the beginning of each semester APPRC members will meet to set that semester's standing meeting days and times. Standing meetings will be held every two weeks. Additional meetings may be scheduled throughout the semester to accommodate students' schedules or address committee business.

When a student is referred to the APPRC, the committee chair will schedule the student's review for the soonest available committee meeting. The chair will notify the student in writing that a referral has been made and communicate with the student to confirm the date and time of the student's review. At this time, the chair will email a copy of the referral to the student. If the student's availability requires that the committee meet at a time other than their regularly scheduled meeting, the chair is responsible for initiating the process of finding a time agreeable to both the student and committee members.

Prior to each committee meeting, the chair shall notify committee members of the meeting's agenda, e.g., which students will be reviewed and policies to be discussed. If a student is to be reviewed, the chair will forward a copy of the student's APPRC Referral Form to all committee members. Attendance at the review meeting will be governed as follows.

- 1) The student whose performance will be reviewed is expected to attend the performance review meeting. If the student has been contacted and refuses to attend, the review will be conducted in their absence. Prior to the meeting date, the student is responsible for contacting the chair to confirm their intent to attend the meeting. The student may remain in the meeting until the point at which the committee begins its deliberations, and the committee may ask the student to step out of the meeting momentarily to deliberate.
- 2) The student may invite one or more people to attend the committee meeting in a supportive capacity. It is the student's responsibility to notify the chair of the committee ahead of time regarding who they are inviting to attend. The student may invite their attorney. However, in academic disciplinary situations, students do not have constitutional rights to legal counsel. If a student wishes to have an attorney present, the committee may permit such requests, but the professional capacity of the student's attorney is strictly advisory. The

student's attorney may not participate unless the committee gives permission (Cobb, Ramsdell, & Hunter, 2000, p. 240).

- 3) The student's MSW advisor will be invited to attend the meeting. Other persons who have significant knowledge of the problem or of the student's academic performance, such as the person who made the referral, also may be invited by the committee chair. The chair may invite additional administrative resources from within the institution, as appropriate.
- 4) The chair has the authority to limit the number of people who will be attending the review.

During the Meeting

APPRC meetings are comprised of four parts: committee preparation, introduction, fact finding, and deliberations.

- 1) **Committee Preparation.** Prior to the meeting, committee members are expected to review any materials they have received about the student. Before the student and their guests enter the meeting, committee members will meet to orient themselves as a group to the student's situation. During this time, the committee chair will designate a recorder from among the committee members. The recorder is responsible for completing the APPRC Decision Page and reviewing it with committee members and the student before the meeting is adjourned. After committee orientation and appointment of the recorder, the student and their guests will be invited into the meeting.
- 2) **Introduction.** The committee chair will facilitate the introduction of everyone present at the meeting. The chair will describe to the student and any non-committee members who may be present the purpose of the meeting, the committee's strengths-based philosophy, and committee procedures, including confidentiality expectations.
- 3) **Fact Finding.** The chair will facilitate the presentation of facts by the person who made the referral (if present), the student, and any other individuals who possess relevant information. The chair also will moderate discussion of these facts.
- 4) **Deliberation.** The committee will analyze the facts as presented, reach a consensus regarding recommendations for a plan of action, and will discuss these recommendations with the student. When possible, these deliberations will take place with the student present. When necessary, the student will be asked to momentarily remove themselves from the meeting while the committee deliberates and will be asked back into the meeting to be informed of the committee's findings and recommendations.

Possible Outcomes of Performance Review

The APPRC may make recommendations and requirements ranging from self-awareness exercises to expulsion from the social work major. Examples of these recommendations and requirements are:

- Specific self-awareness exercises
- Using the UT Writing Center
- Tutoring
- Mentoring
- Additional assessment, e.g. psychological, neurological, physiological
- Field placement interruption and/or reassignment
- Extended field placement hours
- Retaking one or more courses

- Completing an ethics course
- Mutually agreed upon counseling
- Alcohol and drug rehabilitation treatment
- Delaying continuation in the social work program for a set period of time. If this action is required, the student must appear before the committee to request readmission. At this time, the student must demonstrate that they have addressed the concerns that led to delayed continuation.
- Referral to the UT Student Judicial Board
- Permanent removal from UT's BSW or MSW Program

The committee will establish a time frame for implementation, completion, and review of the plan.

After the Meeting

Within a prompt and reasonable time period, the committee chair will forward to the student in writing the recommendations and actions taken by the committee. This letter will include a notice to the student that:

- they may send to the committee chair their opinions about and reactions to the review process and the committee's recommendations and actions, and
- they may send information to the committee chair at any time in the future to update the committee on their progress.

A committee meeting will be held toward the end of both the Fall and Spring semesters to review the progress of any students who have been seen by the committee who are still enrolled at The University of Toledo. At least two weeks before this meeting, the committee Chair will send a message to all social work faculty and staff listing the students who will be reviewed and soliciting feedback about their performance. The chair will also assure that messages are sent to each student being reviewed, offering them an opportunity to provide information in writing to the committee regarding their progress. As each student is being reviewed by the committee, a recorder will complete an APPRC Follow-Up Form summarizing their progress.

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during and after the meeting. These materials will be stored in such a way that confidentiality is assured. The current chair has the responsibility of passing committee records on to the next chair.

In addition to the committee records, selected documents pertaining to each student referred to the APPRC will be maintained in the Department of Social Work. The following documents will be placed in the student's departmental file:

- A copy of the APPRC Referral Form
- A copy of the letter to the student outlining the committee's recommendations and actions
- A copy of the student's written response, if applicable
- A copy of the APPRC Follow-Up Form, if applicable

Appeal Process

Any student appearing before the APPRC may appeal the committee's decisions. The first level of appeal is the chair of the Department of Criminal Justice, Social Work, and Legal Specialties. The student must submit their appeal in writing within six (6) weeks of the APPRC meeting. The department Chair will review the appeal and respond in writing to the student within one month of receiving the student's appeal request. If the student wishes to appeal the department Chair's decision, they may submit an appeal in writing to the dean of the College of Social Justice and Human Service.

Bibliography

Cole, B. S., & Lewis, R. G. (2000). Court cases and judicial opinions related to gatekeeping in colleges, universities, and professional schools. In P. Gibbs & E. H. Blakely (Eds.), *Gatekeeping in BSW programs* (pp. 212-235). New York, NY: Columbia University Press.

The Academic Grievance Procedure for the College of Social Justice and Human Service is as follows:

College of Health and Human Service Academic Grievance Procedure for Graduate Students

In the event that a graduate student has an academic grievance, the student should attempt to resolve the problem by adhering to the following procedures:

1. Discuss the problem with the instructor involved.
2. If, after a verbal attempt to resolve the problem fails, the student may direct a written request for reconsideration to the instructor involved. The instructor must provide a written response.
3. If the student is dissatisfied with the written response, the student may direct a written request for reconsideration to the chair of the department in which the instructor resides. The chair must provide a written response.
4. If the student is dissatisfied with the written response, the student may direct a written request for reconsideration to the College of Social Justice and Human Service Graduate Committee. The Graduate Committee must provide a written response.
5. If the student is dissatisfied with the written response, the student may direct a written request for reconsideration to the associate dean of the College of Social Justice and Human Service, who will provide a written response.
6. If the student is dissatisfied with the written response, a final appeal may be made to the Committee on Academic Standings of the Graduate Council and its decision shall be binding on all parties involved in the grievance.

In steps 1 through 5 above, a resolution of the grievance is sought by achieving a consensus on the part of all involved in the grievance. If the process reaches step 6, the Academic Standing Committee of the Graduate Council renders a final decision based upon all of the evidence presented. The committee's decision shall be binding on all parties involved in the grievance.

Note: Graduate students must file the initial grievance with the instructor and a copy to the department no later than one semester after the occurrence of the incident. If students desire to proceed to the next level of appeal, they must file within one month of the last rendered decision until final resolution of the grievance.

Grade Appeal Procedure for Graduate Students

An academic grade appeal is one in which a graduate student disputes a particular grade. Appeals dealing with academic dishonesty, including but not limited to cheating and plagiarism, are explicitly exempt from this process and shall be dealt with under the Academic Dishonesty Appeal Procedure.

The following procedure is to be used to arrive at a resolution of the grievance. The academic grade appeal must be initiated within the semester following receipt of the contested grade. If a resolution is not reached at a given step of the procedure, the graduate student or the faculty member may proceed to the next level by filing an appeal in writing within fourteen (14) days of receipt of the last decision rendered.

At step 1, the student will attempt to resolve the issue by discussing the grounds for appeal first with the faculty member. If no resolution can be reached, the student may appeal in writing within seven (7) days, to the chair of the faculty member's department. Either the student or the faculty member may provide the department chair with additional relevant information. The department chair is to issue their determination within fourteen (14) days of receiving the written appeal. If no resolution is reached at this level, the student may appeal to the college dean who shall review all relevant documentation and may interview the student and faculty member involved. The dean may request a recommendation from the appropriate college committee. If no resolution can be reached within fourteen (14) days of the receipt of the appeal, the dean is to issue their decision, which may be appealed by either the student or the faculty member to the dean of the College of Graduate Studies, who shall review all relevant information, and if appropriate, interview the student or faculty member involved before recommending a resolution.

At the fourth level of appeal, the Academic Standing Committee of the Graduate Council will review all documentation and may permit the student and faculty member to make an oral presentation of their respective positions. The committee will then render a final decision within fourteen (14) days based upon all evidence presented. The student presenting the appeal may have counsel present at the oral presentation but solely in an advisory capacity.

Steps of the Academic Grade Appeal:

1. Discuss the grade with the instructor involved. If no mutually agreeable resolution can be achieved, either party may present in writing his/her position to the chair of the department.
2. If the problem is not resolved at the department level, either party may appeal in writing to the Dean of the college.
3. If mutual resolution cannot be reached at the college dean's level, either party may present the grade dispute to the dean of the College of Graduate Studies.

The dean's decision may be appealed to the Committee on Academic Standing of the Graduate Council and its decision shall be binding on all parties. This step completes the appeal process.

The decision of the Academic Standing Committee will be communicated to the College of Graduate Studies, the student, and the faculty member and will be implemented by the dean of the College of Graduate Studies.

Grievance Policy for General Complaints

Academic Grievance.

In the event that a graduate student has an academic grievance, the graduate student should attempt to resolve the problem by adhering to the following procedures:

1. Discuss the problem with the instructor involved.
2. If, after a verbal attempt to resolve the problem fails, the student may direct a written request for reconsideration to the instructor involved. The instructor must provide a written response.
3. If the student is dissatisfied with the written response, the student may direct a written request for reconsideration to the chair of the department in which the instructor resides. The chair must provide a written response.
4. If the student is dissatisfied with the written response, the student may direct a written request for reconsideration to the College of Health and Human Service Graduate Committee. The Graduate Committee must provide a written response.
5. If the student is dissatisfied with the written response, the student may direct a written request for reconsideration to the associate dean of the College of Health and Human Service, who will provide a written response.
6. If the student is dissatisfied with the written response, a final appeal may be made to the Committee on Academic Standings of the Graduate Council and its decision shall be binding on all parties involved in the grievance. In steps 1 through 5 above, a resolution of the grievance is sought by achieving a consensus on the part of all involved in the grievance. If the process reaches step 6, the Academic Standing Committee of the Graduate Council renders a final decision based upon all ~~of the~~ evidence presented. The committee's decision shall be binding on all parties involved in the grievance.

Note: Graduate students must file the initial grievance with the instructor and a copy to the department no later than one semester after the occurrence of the incident. If students desire to proceed to the next level of appeal, they must file within one month of the last rendered decision until final resolution of the grievance.

Appeals Process:

Any student who does not agree with the decisions made by the Academic and Professional Performance Committee or other program officials ~~should~~ must submit their appeal in writing within six (6) weeks of the decision. The department chair will review the appeal and respond in writing to the student within one month of receiving the student's appeal request. If the student wishes to appeal the department chair's decision, they may submit an appeal in writing to the dean of the College of Health Science and Human Service.

<http://www.utoledo.edu/graduate/files/Graduate%20Student%20Handbook%202018-2019.pdf>

Policy Statement on Academic Dishonesty

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success as an educator or in another profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty; if students are uncertain, for example about what constitutes plagiarism or cheating, they should seek the instructor's advice.

Examples of academic dishonesty include, but are not limited to:

1. Plagiarism, which is representing the words, ideas, or information of another person as one's own and not offering proper documentation.

2. Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination.
3. Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination.
4. Communicating during an examination in any manner with any unauthorized materials inside or outside of the examination room during the course of an examination.
5. Giving or receiving substantive aid during the course of an examination.
6. Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period.
7. Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination.
8. Submitting the same written work to fulfill the requirements for more than one course.

While academic integrity is particularly the responsibility of the student, the faculty members also have a responsibility. Assignments and tests should be constructed and proctored so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments or in examinations (e.g., the use of a calculator, computer, text materials, etc.) Should cases of academic dishonesty be found among students, the instructor may choose to counsel the student, or the following sanctions may be imposed:

1. The student may be assigned an F for the work in question.
2. The student may be assigned an F for the course. In this case the instructor should inform the dean and the student of this action. The dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
3. The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the dean will consult with the instructor and the student in making such a judgment, and that the dean will notify the student of the sanction imposed and of the appeals procedure.
4. A student found to be academically dishonest by a faculty member may appeal according to the Academic Dishonesty Appeal Procedure.

In cases that involve academic dishonesty, including, but not limited to, cheating and plagiarism, the student may appeal the violation and/or sanction imposed by the professor by filing a written statement of the specific grounds for appeal with the dean of the College of Graduate Studies, with copies to the dean of the College, the Chair of the Department in which the alleged violation occurred and the professor who found the violation. The dean of the College of Graduate Studies shall call the Committee on Academic Standing into session to hear the appeal no later than thirty (30) days after receipt of the written appeal. A quorum of one-half of the members of the committee must be present to hear the appeal. Any member of the committee must be present to hear the appeal. Any member of the committee who has first-hand knowledge of the alleged violation will be excused from the hearing panel.

The student shall be given a minimum of seven (7) days written notice of the date, time and place of the hearing. He or she is entitled to have counsel present for advisory purposes only; the appeal will be presented by the student, who shall have the burden of establishing that the charge of dishonesty is without factual basis. The student may call witnesses on their behalf and may question witnesses of the University. Likewise, the faculty member who is presenting the charge may question

witnesses testifying on the student's behalf. The committee may question any witness and request relevant documentation which is not otherwise provided.

At the conclusion of the hearing or within fourteen (14) days thereafter, the committee shall issue its decision and state the grounds therefore. Both the student and the faculty member shall receive a copy of the decision, and a copy should be lodged with the dean of the College of Graduate Studies.

If either the student or faculty member believes the decision was a result of procedural error, he or she may appeal, in writing to the dean of the College of Graduate Studies within ten (10) days of receiving the Committee's decision. If no appeal is taken, the Committee's decision is final and will be implemented by the dean of the College of Graduate Studies.

If an appeal is timely presented to the dean of the College of Graduate Studies, he or she shall review all documentation and proceedings from the prior hearing solely for procedural error and either affirm or reverse the committee's decision or remand the decision to the committee for the purpose of obtaining further relevant evidence. The dean's decision, which shall be issued within fourteen (14) days of receipt of the decision from the Committee on Academic Standing and **their** decisions, shall be final.

In cases where the charge is misconduct in research the University policy and procedure for scientific misconduct shall apply.

The Social Work Program expects the highest level of professionalism and adherence to the National Association of Social Workers (NASW) Code of Ethics. It is this code by which all professional social work is ethically monitored and gauged. Students of social work are expected to adhere to the values and principles outlined in the NASW Code of Ethics and the MSW program policies and procedures. Therefore, the information presented in this handbook regarding academic dishonesty should always be applied to our students.

SOCIAL WORK PROGRAM POLICY REGARDING GRADUATE ASSISTANTSHIPS

A graduate assistantship provides an opportunity for a graduate student to serve in a professional role and to establish a professional relationship with faculty and administrators. Only graduate students holding regular admission to a degree program are eligible for graduate assistantships.

All graduate assistants assigned to the Social Work Program will perform their duties while on site in the Department of Social Work unless otherwise instructed by a supervising faculty or staff member of the department. (Note: A supervising faculty or staff person is defined as the individual assigned to provide a graduate assistant with assigned duties).

Selecting Graduate Assistants

Graduate assistants will be selected by the MSW Program Director. The director will take the following, outlined in ranked order, into consideration when making a selection:

1. **Skills, Abilities, & Availability**

Potential graduate assistants may bring certain skills and abilities that would best assist the department. These may include particular computer and technical skills, typing and management of data, research insight and abilities, a history of producing quality work, attention to detail, a history of dependability and follow through, the ability to comprehend complex information, a positive attitude and willingness to learn, and other positive attributes. In addition, consideration will be given to those who have open availability during regular business hours.

2. **Financial Need & Contributions**

Priority should be given to those students who, without the graduate assistantship, would suffer extreme financial hardship in attempting to obtain a degree in social work. A chosen student should at the same time be viewed by faculty as someone likely to make significant contributions to the field of social work.

Students holding assistantships are to **maintain a minimum of a 3.0 GPA** in order to remain eligible for assistantship support. Any student with an assistantship who fails to maintain a 3.0 GPA will have one semester to raise their average to the minimum level. Failure to do so will result in the termination of the assistantship. This policy applies to appointments for the summer semester as well as the academic year. Graduate students who fail to achieve a 3.0 GPA over two consecutive semesters will be suspended or terminated from their academic programs at The University of Toledo.

Job Duties & Responsibilities of Graduate Assistants

Job Descriptions/Duties

Graduate assistants will be assigned specific duties by their supervisor(s) to assist in the areas of teaching & grading, research, and/or administrative duties. Graduate assistants should be explained their duties and expectations before beginning the academic semester in which they are assigned. The position can be terminated for one or more of the following: neglect of duty, failure to make adequate progress toward the degree, incompetence, and/or financial condition of the University. Terminations of graduate assistantships due to any of these conditions may cause revocation of all or a portion of the tuition scholarship. The graduate assistant's department and immediate supervisor will make this determination.

Length of Employment and Enrollment

The length of appointment of the assistantship is stipulated by the department. All graduate students are required to take 9 hours in order to be classified as a full-time student of The University of Toledo MSW Program. Dropping below these required hours of coursework may result in

termination of the assistantship. It has been the practice of the College of Graduate Studies not to extend appointments beyond the following:

- Master's level – two years for full-time assistants and four years for part-time.
- Doctoral level – four years for full-time assistants and eight years for part-time
- Only rarely have exceptions to this policy been granted.

Assigning Graduate Assistants to Faculty & Staff

Priority for the obtaining a graduate assistant has been outlined below:

1. Tenure track faculty will be given first priority to obtain a graduate assistant.
2. Tenured faculty with a clearly defined research agenda will be given second priority to obtain a graduate assistant.
3. Faculty and Staff who teach larger classes, have new preps, or additional duties e.g. MSW or BSW program director, chair of one or more committees etc. or are staff who work on field related duties and classes will be given third priority to obtain a graduate assistant.
4. Faculty or staff that make a request to have a graduate assistant will be given fourth priority to obtain a graduate assistant.

Graduate assistants assigned to a particular faculty or staff person may assist other faculty or staff under the following conditions:

1. They are in the department at the time of the request or can complete the assignment when they are on-site in the department.
2. They are not actively engaged in a project as assigned to them by their supervisor.
3. The work to be performed could be completed in a reasonable time frame and doesn't distract from the primary duties as assigned by the immediate supervisor. E.g. making copies, running errands, making phone calls etc.

Types of Duties Graduate Assistants May be Assigned

Teaching & Grading

With clear expectations and explanation, graduate level social work assistants may assist in the grading of *undergraduate* work and on rare occasion may teach an *undergraduate* class session, provided a faculty member is ill or has made prior arrangements with the graduate assistant.

Research

With clear expectations and explanation, a graduate assistant may assist in research design, data gathering, data analysis & interpretation, reporting, literature review, interviewing and focus groups, surveys, operating qualitative and quantitative software and other aspects as they relate to research.

Administrative Duties

With clear expectations and explanation, a graduate assistant may assist in making copies, delivering materials to various offices on campus, answering phones, typing, gathering data, using various office equipment to carry out assigned duties, and any other work responsibilities assigned that are administrative in nature.

Student Rights Policy to Participate in Formulating & Modifying Social Work Policy

The faculty of the University of Toledo's Social Work Program recognize the importance of involving social work students in the decision-making process related to social work policies and procedures. As such, students are welcome to participate and provide input on committees that focus on social work policy and procedure. Students may participate on the MSW Committee (MSW students only) or BSW Committee (BSW students only), Social Work Program meetings, and/or the Social Work Advisory Board. The program typically asks students who are members of the student

social work organization or who are graduate assistants in the program to participate. Occasionally, sensitive information is discussed. When this occurs, students will be asked to leave the meeting. This is to protect and maintain the confidentiality of a student and/or faculty member. There are three potential ways social work students may provide input.

BSW and MSW Committees

BSW and MSW Committees make decisions on policies and procedures related to admissions, classes, accreditation, and all things BSW or MSW. Students provide valuable input on the BSW or MSW Committee and are a great benefit to the program. These committees typically meet every other week throughout the academic year.

Social Work Program Meetings

Social Work Program meetings occur every other week from 9 am to 11 am in the social work conference room and involve all social work faculty. All items related to social work or that affect social work are discussed.

Social Work Advisory Board

The Social Work Advisory Board utilizes social work professionals in the community to provide advice to the social work program for the purposes of assisting the program to best serve its mission. Student perspectives provide an added and valued voice to include in any decision making.

MSW students are encouraged to be involved in academic and student affairs decisions that affect them. Students from the social work organization are asked to attend program meetings, participate on the MSW Committee, and join the Social Work Advisory Board. The MSW committee is charged with establishing admissions criteria, reviewing and revising the curriculum, and developing and revising policies relative to the MSW Program. In the program meeting, we discuss all things related to both the BSW and MSW program. A student representative is on our Advisory Board. As an example of student participation, during the 2015-16 academic year an MSW student collaborated with our field director to survey students about their experience in the MSW Program. The student presented the findings to us in a faculty meeting. We took the findings and made some significant changes, (1) first we did not invite the adjunct professor that students did not appreciate back, (2) we held a roundtable discussion about the program and the importance of diversity and the appreciation of respect for difference, and (3) we discussed being responsive by changing the times and days courses were offered. Another example was that in spring 2016, before we changed the days and times of classes, we first surveyed the MSW student body as well as BSW seniors that may consider a master's program. We made decisions based on their input. The following is a policy we have developed related to student representation and input.