

HANDBOOK
For The



OHIO
UNIVERSITY

MASTER OF SOCIAL WORK PROGRAM



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Ohio University Social Work



OHIO
UNIVERSITY

College of Health Sciences and Professions

where everything connects



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INTRODUCTION

The Department of Social Work's *Graduate Handbook* provides useful information for students considering graduate study in social work at Ohio University and for those already enrolled in the program. The handbook is not intended to substitute for *Ohio University's Bulletin*. Instead, the purpose of this handbook is twofold: 1) to act as a resource and reference book for students interested in enrolling in and/or involved with the application process for the Ohio University Master of Social Work (MSW) Program and 2) to provide important information on policies and other matters related to the general functioning of the Department of Social Work. This handbook is also available [online](#). Inquiries regarding matters in this handbook are welcome and should be directed to the Graduate Coordinator.

PLEASE NOTE: Policies, procedures and programmatic components including, but not limited to, curriculum, admissions, and Graduate Assistantships, are subject to change to conform with CSWE guidelines, university mandates, educational priorities, and budgetary constraints. Attempts will be made to notify all current students, incoming students, and applicants of such changes as early as possible, but students are responsible for keeping abreast of changes to the program.

HISTORY OF THE DEPARTMENT OF SOCIAL WORK

Ohio University has a long-standing commitment to social work education. Nearly 70 years ago, the university instituted courses related to the provision of social services through the Department of Sociology. Included was the opportunity for field experience. Students and their professors established "centers" to provide recreation, counseling, referral and other services in mining and rural poverty areas. By 1939, the program had expanded to include not only courses related to almost every social service but also supportive courses in sociology, psychology, economics, government, and home economics. These were required courses designed to prepare students to function as social workers in public and private agencies.

For a brief period, the Department of Sociology offered an M.A. degree in Social Work. This was soon combined with Sociology's master's degree. The Department of Sociology was among the first members of the National Association of Schools of Social Work.

In 1952, the Department of Sociology hired its first social worker to direct the Social Work Program. In 1954, the department became a member of the Council on Social Work Education. In 1968, the university established the Social Work Program as a separate department within the College of Arts and Sciences. The first social work majors were graduated in 1969. In 1970, the department was awarded Constituent Membership status in the Council on Social Work Education. The following year, it achieved "approved" status under the newly effective *Standards for Approval of Undergraduate Programs*. The department's approved status was reaffirmed annually until 1974. At that time, the Council on Social Work Education initially accredited the department, which has maintained this status since then.

In 1999, the Department of Social Work admitted its first class in the Master of Social Work Program. In 2000, it added an Advanced Standing component. The MSW Program was accredited by the Council on Social Work Education in 2002. In 2004, the program added a modified part-time option and began its first regional campus cohort program on the Eastern Campus. In 2008, the program received its first accreditation reaffirmation from the Council on Social Work Education and began a second regional cohort on the Cambridge Campus of Ohio University-Zanesville. In 2009, the program began to offer the MSW on the Chillicothe Regional Campus and at Shawnee State University.

In 2011, the Department of Social Work moved from the College of Arts and Sciences to the College of Health Sciences and Professions to become the Social Work program in the multi-program Department of Social and Public Health. In 2012, the University switched from a three-quarter academic schedule to a two-semester one. This process enabled the program to revise and refine the MSW curriculum. As part of this change, the program enhanced the macro practice content in the advanced curriculum and eliminated the Administrative Track of the program. In 2012, a four-year part time enrollment option was added. At that time, a move to a hybrid partial online program was also instituted. In Spring of 2019, the program grew too large to remain in the Department of Social and Public Health so became the Department of Social Work (DSW). In addition, the DSW started a 100% online part-time Advanced Standing MSW program. In Fall 2019, the department added a 100% online part-time Foundation program. These programs were approved by CSWE in fall of 2018 by submission of a mini self-study.

OVERVIEW OF THE MSW PROGRAM

Special Program Focus

Ohio University's MSW Program prepares social workers to work with **rural families and communities**. This focus was selected because Ohio University is located in an Appalachian and rural area that has been traditionally underserved by social workers.

Program Specialization

In the final year, students obtain advanced level training in Clinical Social Work, while also gaining some exposure to macro level practice. These are the foci identified by area employers as those most needed in the region. Please note that this programmatic structure is beneficial also because only clinical social workers qualify for National Health Service Corps Loan Reimbursement and Clinical licensure in most states.

OHIO MSW Program Options

- 1 year Advanced Standing (open only to recent graduates of CSWE-accredited undergraduate Social Work programs);
- 2-year Full Time;
- 3-year Part Time;
- 4 year Part-Time;
- 100% Online Part-Time Advanced Standing;
- 100% Online Part-Time Foundation

Program Requirements

The program has no thesis requirement and no comprehensive examination. Students do conduct a two semester, Institutional Review Board-approved research study, and participate in supervised field internships.

MISSIONS, GOALS, EDUCATIONAL PHILOSOPHY AND EQUAL OPPORTUNITY STANDARDS OF THE UNIVERSITY, COLLEGE AND PROGRAM

OHIO UNIVERSITY MISSION STATEMENT

Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

COLLEGE OF HEALTH SCIENCES AND PROFESSIONS MISSION STATEMENT

The mission of our college is to educate students from various backgrounds in the health professions through rigorous curricular activities that prepare them to take leadership roles in a competitive, technological, culturally diverse, and global environment. To engage students and faculty in the discovery of knowledge that will define the future of health disciplines through applied and basic research, innovation, and entrepreneurship. To extend the boundaries of Ohio University to enrich the quality of lives, especially for individuals in underserved and vulnerable populations, through interprofessional and community collaborations.

DEPARTMENT OF SOCIAL WORK GRADUATE PROGRAM MISSION STATEMENT

The mission of the Department of Social Work Graduate Program is to prepare students for careers in human services and social work, emphasizing social, economic, environmental, and racial justice and the core values of the social work profession. To increase the availability of professional social workers and partnerships in rural or underserved areas through teaching, research, and service.

The undergraduate program is committed to preparing students to serve as competent, ethical, and effective generalist social workers with bachelor's level knowledge and skills to improve well-being for individuals, families, groups, organizations, and communities.

Finally, the graduate program strives to prepare students to serve ethically as clinical social workers, practicing in rural environments with master's level knowledge and skills to improve well-being for individuals, families, groups, organizations, and communities.

PROGRAM GOALS

UNDERGRADUATE LEVEL

GOAL A:

To graduate generalist social workers at the baccalaureate level who have the knowledge and skills to improve well-being for individuals, families, groups, organizations, and communities.

GRADUATE LEVEL

GOAL B:

To graduate advanced-practice clinical social workers who have the knowledge and skills to

improve well-being of individuals, families, groups, organizations, and communities in rural environments.

PROGRAM LEVEL

GOAL C:

To support local social service providers through collaborating with regional stakeholders and by providing consultation, research, and other assistance.

GOAL D:

To promote the core values of the social work profession (service, social and economic justice, dignity and worth of all persons, importance of human relationships, integrity, and competence) in local, regional, and global environments.

GOAL E:

To generate new knowledge that offers solutions to social problems and addresses the needs of underserved populations.

COUNCIL ON SOCIAL WORK EDUCATION 2015 COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

(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 in 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.)

Competency 2: Engage Diversity and Difference in Practice

(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.)

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, and are knowledgeable about theories of human need and social justice and strategies to promote social and 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.)

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 informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.)

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.)

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.)

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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.)

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.)

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.)

Please Note: The program complies with all Council on Social Work Education (CSWE) programmatic requirements. Copies of the complete *Educational Policy and Accreditation Standards* of CSWE, are available in the Department of Social Work office, and online at <http://www.cswe.org/> –follow the link to Accreditation Documents.

SOCIAL WORK EMPLOYMENT TRENDS

LICENSING AND PORTABILITY

An MSW from a Council on Social Work Education (CSWE)-accredited program (as is OHIO's program) qualifies students for independent licensing in all 50 states. The MSW is also highly desirable outside of the United States, in Non-Governmental Organizations and elsewhere.

NEED AND JOB AVAILABILITY

Social work employment continues to be a fast-growing occupation. Currently, according to the Bureau of Labor Statistics, more than 713,200 social workers are employed in the United States. Between 2019 and 2029, the field is expected to add another 90,700 jobs, which is a 13% growth rate. Mental health and substance abuse social workers are projected to grow at a 17% rate.

PROFESSIONAL RECOGNITION AND JOB STATUS

All states recognize the MSW degree, and 14 states specifically prohibit the practice of social work by those who hold less than the MSW degree. The MSW is a terminal degree and enables its licensed holders to provide mental health services.

For more complete and up-to-date information on Social Work workforce trends, go to:

<http://www.bls.gov/ooh/Community-and-Social-Service/Social-workers.htm/#tab-1>

MSW PROGRAM APPLICATION TABLE

Dates	Departmental Admissions Committee Application Review Activities
October 2nd	Submission process begins for all MSW applications
January 14th	Priority deadline for MSW applications to be considered for admission
February 14th	Deadline for MSW F2F applications

- Please note that all application materials must be submitted online no later than February 14th for the application to be considered. Applicants who have questions that are not answered in the handbook should email the Graduate Coordinator.
- Please note that the Department Admissions Committee makes admission recommendations to the Graduate College. All admissions must meet the combined criteria of the Department, the Graduate College, and the Council on Social Work Education.

REQUIREMENTS FOR STANDARD ADMISSION AND ADVANCED STANDING ADMISSION

Standard Admission Requirements	Advanced Standing Admissions Requirements
Bachelor's Degree with a Liberal Arts focus.	Bachelor's Degree in Social Work from a CSWE-accredited program completed within the past five years.
3.0 GPA	3.0 GPA
Documentation of 30 hours paid or volunteer experience in the human services.	Final undergraduate field evaluation.
Three letters of reference, at least one of which is from a faculty member and one from a human service supervisor (the third can be from either).	Three letters of reference, at least one of which is from a faculty member and one from a former field instructor. The third letter of reference can be from either.
Pre-requisite courses in social science statistics, human biology and at least three areas of Social Sciences, with at least one social science course at the 300 or 400 level.	Bachelor's Degree in Social Work from a CSWE-accredited program completed within the past five years.

APPLICATION PROCEDURES

All applicants should apply via the University's Graduate Admissions website, where application forms, reference forms and other information and materials are available at:

<http://www.ohio.edu/graduate>

Additional forms for application can be found on the Social Work website at:

<https://www.ohio.edu/chsp/social-work/apply#grad>

IMPORTANT INFORMATION

- **The deadline for the receipt of applications is February 14th. Incomplete applications will not be reviewed.**
- **Students admitted after all spaces are filled will be wait-listed for possible last-minute declinations and will have first priority for the following year's class.**

ADMISSIONS CRITERIA

Consistent with the liberal arts foundation on which the profession is based, applicants will be required to have earned a bachelor's degree that reflects courses in quantitative analysis, human biology, the humanities and the social sciences, and with coursework in at least one social science content area beyond the introductory level. **No prerequisites can be waived for any reason.**

POLICY ON PRIOR PAID OR VOLUNTEER WORK

Consistent with the policies of the Council on Social Work Education, no course credit is ever given for paid or volunteer work or life experience. However, proof of a minimum of 30 hours of paid or volunteer experience in the human services is required by the program to demonstrate an interest in and awareness of public service. This information should be included in your personal essay.

ADDITIONAL ADMISSIONS CRITERIA FOR ADVANCED STANDING APPLICANTS

The Advanced Standing Program is an accelerated curriculum option available **only** to highly qualified **graduates of baccalaureate social work programs accredited by the Council on Social Work Education (CSWE)**. Consideration is given only to those undergraduate social work graduates with superior academic standing and exceptional references.

Applicants seeking Advanced Standing admission must meet all the admissions criteria required for standard admission. In addition, Advanced Standing applicants must:

- have, **within five years of graduate school admission**, earned a baccalaureate degree in social work from a program accredited by the CSWE.
- have a minimum undergraduate GPA of 3.0
- have a reference from their senior year field instructor.
- submit a copy of the most recent evaluation of their senior year field placement.

Students admitted to Advanced Standing will be expected to engage in the specialization field placement process during the spring semester prior to their program enrollment.

Students enrolled in the Advanced Standing program will begin courses during the second summer session.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR INTERNATIONAL STUDENTS

International applicants should apply six to nine months prior to the beginning of the semester they wish to enter. Admissions materials received after this time will be reviewed, but admission may be deferred to the following year. To be sure to get the latest information please go to the following website:

www.ohio.edu/graduate/prospective-students/international-students/englishproficiency

ENGLISH LANGUAGE REQUIREMENTS

The language of instruction at Ohio University is English. Therefore, proficiency in reading, writing, speaking, and understanding English is essential to academic success. All applicants **(except those identified below)** for whom English is not a native language are required to submit evidence of proficiency by submitting official results of one of two standardized tests: the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS academic).

The minimum TOEFL for unconditional admission is 80 (iBT) (550 paper-based). The minimum IELTS for unconditional admission is 6.5 minimum across all bands. **English language proficiency test scores older than two years are not accepted.**

Applicants with a TOEFL of 70 (iBT) (525 paper-based) or an IELTS score of 6.0 (across all bands) may be admitted without eligibility for funding. Applicants admitted without funding may gain funding eligibility by enrolling in and successfully completing one or two recommended English Language Improvement Courses. **International students who are admitted with English language conditions will be issued an I-20 for English language study.**

At the discretion of individual academic programs, the following non-native English speakers may be exempt from the English Proficiency Testing Policy:

- Applicants who are US citizens/permanent residents and who meet one or both of the following criteria:
 - Within the past two years have received a bachelor's or advanced degree from an accredited institution of higher education in the United States or a foreign college or university accredited by a Regional U.S. accrediting organization (where English is the language of instruction), and/or
 - Who have significant and recent work experience in an English-language environment.

All students may be tested for academic writing proficiency upon arrival. Individual academic programs may require on-campus English proficiency testing for any student for whom English

is not a native language. Failure to achieve a passing score may result in dismissal from the program.

GRADUATE TEACHING ASSISTANTS

Students with a Graduate Teaching Assistantship are required by Ohio law to demonstrate English proficiency prior to assuming instructional duties. If you are awarded a TA appointment, Ohio University will assess your oral proficiency before you assume your instructional duties. To be sure to get the latest information please go to the following website:

www.ohio.edu/graduate/prospective-international-students/international-credential-requirements-country

INTERNATIONAL STUDENTS

International applicants who are recommended for admission must submit evidence of the financial responsibility as stated on the Affidavit of Financial Support before a certificate of eligibility can be issued. If you are awarded a University-funded assistantship, fellowship, or scholarship the value of that award will be deducted from the total amount of money required to issue a Certificate of Eligibility, and you will need to document access to funds only in the amount which is the difference between the university award and the amount of funding required to issue the Certificate. Please note, all university funding awards will be cancelled if you do not demonstrate English proficiency upon your arrival.

A required international student orientation is held prior to the start of each academic semester for all new students. All new international students, as well as returning students starting a new degree program, must report to the Office of International Student and Faculty Services upon arrival.

Immigration regulations require that international students, while in the United States, be full-time students in the first two semesters after arrival. International students are not required by immigration regulations to enroll during the summer. You must be making reasonable progress toward the completion of your degree. In the event that a problem should arise with enrollment, you are required to consult with your academic advisor and the international student advisor.

International students admitted to Ohio University with F1 or J1 visa status are required to update their addresses through their My OHIO portal to meet immigration reporting requirements.

Students must hold an appropriate academic study-eligible visa status by the first semester of enrollment in a degree or certificate program. It is the student's responsibility to ensure that proper status is maintained.

ELIGIBILITY FOR ADMISSION

Admission requires a bachelor's degree (or its foreign equivalent) from an accredited college or university. Bologna-compliant bachelor's degrees are accepted as a U.S. bachelor's equivalent.

Other factors considered include undergraduate scholastic GPA (both overall and in the proposed graduate major), selection of courses, pattern of grades, recommendations, test scores, work experience, and other relevant matters. Each department gives appropriate weight to the factors pertinent to its academic field.

If you have a bachelor's degree from an unaccredited college or university located in the United States, you usually will be required to supplement your undergraduate record with a satisfactory score on an acceptable standard college ability test such as the GRE. Consult the specific department about necessary test requirements.

TRANSFER STUDENTS

Students may transfer up to 8 credit hours for Advanced Standing applicants and up to 15 graduate-level semester credits for Foundation students which were taken during the last five years and resulted in a grade of B or better. To do so, they must submit an *Authorization for Transfer of Credit* form with all supporting documentation and appropriate signatures during their first semester of enrollment. These courses must be equivalent to courses required in the Graduate Program in Social Work, as core courses. Students may be required to provide syllabi or other supporting materials to verify the course content.

TRANSFER OF CREDIT

To be eligible for transfer, courses must be

1. Designated as graduate credit at the institution where taken,
2. Letter graded B or better,
3. Earned within the past five years,
4. Applicable toward a graduate degree at the institution where taken, and
5. Earned in courses taught by members of that institution's graduate faculty.

Credits requested for transfer cannot have been used to satisfy requirements for completion of another degree. Courses equivalent to those at Ohio University cannot be transferred for credit and also be taken for credit at Ohio University. Credit is not accepted for courses taken by correspondence.

Any request for transfer of credit must be recommended by your advisor and departmental graduate committee before final review and acceptance by your dean's office. No letter grades will appear on your Ohio University transcript for transferred courses, nor will they be calculated in your GPA. Only courses counting toward an Ohio University degree are eligible to appear on the Ohio University transcript as transfer credit.

INDIVIDUALS WITH DISABILITIES

The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, prohibit discrimination on the basis of disability and protect qualified individuals with disabilities with reasonable accommodations that do not impose undue hardship. An individual is considered to have a disability if that individual either (1) has a physical or mental impairment which substantially limits one or more of that person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

Ohio University and the Department of Social Work are committed to providing all admitted students with opportunities to take full advantage of the University's educational programs. It is further the policy of the university to enable those with disabilities to participate as independently as possible in Ohio University activities so that campus life will be enhanced and the individual lives of members of the university community will be enriched. Students should request accommodations and specify their requirements as fully as possible in their Application Essay.

INDIVIDUALS WHO HAVE BEEN CONVICTED OF FELONIES

Applicants are advised that the Professional Standards Committees of the Ohio Counselor and Social Worker Board, in accordance with Chapter 119 of the Revised Code, may refuse to issue a license or certificate of registration to any person who has been convicted in this or any other state of any crime that is a felony in this state. Most other states have similar restrictions on Social Work licensing and/or certification. Please note that in 2007, the Ohio Counseling, Social Work and Marriage and Family Therapy Board began to conduct criminal background checks on license applicants.

Applicants who have been convicted of a felony are required to identify that fact in the Application Essay, and to supply documentation of the nature and disposition of the offense. If admitted to the program, these students may have restrictions placed on them in regard to field placements related to the nature of the felony conviction. Certain field placement agencies require criminal background checks as well.

Students may be automatically denied admission or, if enrolled, terminated from the program if they have not provided full and truthful information and documentation with the essay concerning felony convictions.

APPLYING TO A PART-TIME PROGRAM

The application procedures for the part-time program and the full-time program are otherwise identical.

Three-Year Part-Time Option: Applicants may opt to take the first half of the MSW program over two part-time years rather than a single, full-time year. This option involves enrolling in field during years two and three.

Four-Year Part-Time Option: Applicants may spread the program out into four years of study, with the final two requiring enrollment in field. It is important to note that the MSW degree must be completed within four years of enrollment, so students in this track do not have the option of withdrawing and returning at a later date.

APPLYING FOR THE NON-DEGREE OPTION

Please refer to the "Admission Statuses in the Ohio University MSW Program"

APPLYING TO MULTIPLE PROGRAMS

Applicants who apply to more than one OHIO Graduate Program must provide separate copies of transcripts and separate and specific letters of reference to each program.

DEFERRING ADMISSION

If you need to change the term to which you applied, or if you cannot begin in the term to which you have been admitted, you must request a change of application or admission term using the [Deferral Form](#).

Applications are valid for one year and can be deferred up to one year. Applications pending after one year without a deferral request will be withdrawn, and all materials are subject to destruction as noted in the Graduate Catalog.

Students must begin graduate study in the term for which they are admitted. If this is not possible, you may request a deferral from your academic program prior to the start of the term of entry. If that deferral extends beyond a year from your initial application, you must reapply, pay the reapplication fee, and be readmitted. Please note that assistantship offers may not defer. Failure to request a deferment will result in cancellation of your admission. Please follow the link provided to complete the necessary form to have your application deferred: <http://www.ohio.edu/graduate/apply/changedefer.cfm> and notify the office by email (packd@ohio.edu) of your plans to defer.

SEMESTER OF ADMISSION

Courses must be taken in sequence, beginning in the Fall for all Full-Time and Part-Time students, and in the Summer for all Advanced Standing students.

MSW ORIENTATION

There are mandatory graduate orientations to the university and program held the week prior to the start of classes. All students are required to attend all program and university orientations targeted to them. Students receiving a Graduate Assistantship **must** attend all Graduate Assistant and Teaching Assistant or Research Assistant orientations. International students are also retested for language fluency during orientation week. Failure to attend an orientation or portion thereof is cause for dismissal from the program unless the student initiates and completes make up orientations prior to orientation week.

THE APPLICATION PROCESS

Ohio University utilizes a self-managed application. This means that your application forms, transcripts, and supporting documents must be submitted online at the Graduate College website. (<http://www.ohio.edu/graduate/index.cfm>).

The departmental graduate committee recommends or denies admission and forwards the decision to the Graduate College. Your file is reviewed for completeness, and an email letter is sent to you indicating admission, admission pending fulfillment of admission requirements, or denial of admission.

You may apply to more than one program at the same time, but you must complete a separate application for each program, along with the second application fee as noted on the application form.

1.) MATERIALS ALL APPLICANTS MUST SUBMIT

- A completed **MSW Application Requirement Checklist**. Available online at:
 - <http://www.ohio.edu/chsp/sph/academics/upload/MSW-Application-Checklist-1-30-12.pdf>
- A completed **Professional Expectations of Student Behavior** form. Available online at:
 - <https://www.ohio.edu/chsp/documents/upload/professional-expectations.docx>
- Complete Graduate Application with required payment - available online at <http://www.ohio.edu/graduate/>
- Your application essay.
- A professional resume.
- Three (3) Letters of Reference (please request these early). Be sure that your references include the following:
 - at least one reference from someone who has **supervised you in paid or volunteer human service work**
 - the second and third reference may be from either a faculty member or human service supervisor.
 - No references should be from family members or close friends, even if they meet these criteria.
- Each application for admission must be accompanied by one (1) official transcript from each postsecondary institution attended, regardless of whether or not a degree was earned or the credits are reflected on a separate transcript as transfer credit. Students graduating from Ohio University must submit transcripts for postsecondary work done elsewhere, even if those transcripts have already been submitted to the student's undergraduate college. OHIO transcripts will be automatically forwarded when your application materials reach Graduate Student Services. However, as this can take several weeks, enclosing a copy of your transcript or final DARS will expedite the application process.

- Transcripts from U.S. and Canadian institutions must be received in envelopes sealed by the issuing institution. Transcripts that have been opened, photocopied, or marked as unofficial will not be accepted as official. If the institution will not provide sealed copies directly to you, request that transcripts be mailed directly to the Graduate College, Ohio University, Research and Technology Bldg. Room 220, Athens, OH 45701.
 - Transcripts from non-U.S. institutions must be official or registrar-certified, in envelopes sealed by the issuing institution if possible. If original documents are not in English, also provide an official certified copy of all documents in English. The transcript must bear the seal and original signature of the school and school official and clearly show the name and address of the institution, the date you entered and left the institution, the date any degree was earned, all courses taken and grades received, and the system of grading used, indicating the highest mark and the lowest passing mark. Summary documents listing only classes passed are not accepted. The transcript/mark sheets must show all course attempts with grades earned. If the transcript/mark sheet does not name the degree and date earned, an official or registrar-certified copy of the diploma or graduation certificate that indicates the degree and date awarded must also be provided, with a certified English translation if the original is not in English.
 - Ohio University transcripts will be obtained by the Graduate College on your behalf.
 - College ability test scores older than five years will not be accepted.
- 2.) Please note that, if you are applying to the Advanced Standing Program, are an International Student, have a documented disability, or have committed a felony, there are additional materials you will need to provide during the application process and in the essay outline.
- 3.) The Department of Social Work begins reviewing applications upon **completion**. Therefore, the earlier your application is complete, the better chance you have of receiving full consideration for program admission. It may take up to a month **after** the receipt of an application packet for GRE scores or OHIO transcripts to be forwarded to the program. Determination may take up to four additional weeks, depending upon the time of year and the number of applications being reviewed at the time. Graduate Assistantships may not be determined at the same time. However, students who meet the January 14th priority admission date also receive priority for Graduate Assistantship consideration. Further delays may occur if all information is not included in the packet, particularly if applicants fail to provide a current e-mail address.
- 4.) All documents received by the University in connection with an application become the property of Ohio University. Under no circumstances will they be returned or forwarded to any agency or other college or university. Documents of students who are admitted to graduate status but fail to enroll for the semester for which they are admitted are destroyed.

In providing an application form and inviting application, Ohio University places itself under no obligation to admit any individual person. The officials of the university stand ready to register a student admitted for a specific semester, providing they arrive before the semester begins. In order to register, non-immigrant students must hold a valid Certificate of Eligibility (I-20 or DS-2019) for study at Ohio University.

FREQUENTLY ASKED QUESTIONS ABOUT THE APPLICATION PROCESS

I would like to obtain my MSW degree online. Is this an option?

We offer a part-time Advanced Standing Program and a part-time Foundation program. In both programs you would be taking two courses each semester.

Must I have an undergraduate degree in Social Work to apply to the MSW Program?

No. Your undergraduate degree must contain sufficient **Social Science** content. You may be asked to take additional courses prior to beginning the program to meet prerequisite requirements.

May I use my place of employment for my field internship site?

Yes. The program permits students to complete their field placement in their place of employment, provided that the agency is currently affiliated with our program or is willing and qualified to become affiliated, and your proposal for an employment-based field placement is approved.

I started another graduate program a few years ago but never completed it. May I transfer my credits from there to the OHIO MSW Program?

Up to fifteen credits taken in CSWE-accredited Social Work programs may be transferred. The credits must have been earned within the last five years. Required courses in OHIO's MSW program can be waived only if transferred courses can be shown to provide parallel content. All transfer courses must have a grade of B or better.

I have an MSW from a program that does not qualify me for licensure. How much of the OHIO MSW Program would I have to take to qualify for licensure?

All of it. We cannot apply coursework from Social Work programs not accredited by CSWE, and only CSWE accredited program graduates are eligible for licensure in 48 states, including Ohio.

I applied to another MSW program or another OHIO Master's program, but decided not to attend. May I submit my application materials for that program to the OHIO MSW program?

No, we cannot forward materials submitted to us or accept materials first forwarded elsewhere.

I have completed most of the prerequisite coursework, but am missing one or two courses. Can I still be admitted?

You may be admitted **conditionally**, on the condition that you complete the courses with a passing grade **before beginning the program (i.e. transcript with grade by the end of the fall semester submitted to the social work office)**. However, applicants who have completed all

prerequisite coursework, or who are currently enrolled in a degree granting program and are scheduled to graduate before the start of the program, will receive admission priority.

Applicants are strongly advised to plan to meet prerequisites prior to the summer before beginning the MSW Program, as Summer Session courses are often undersubscribed and cancelled.

My GPA is below 3.0, but I need to take additional courses. Will you use my GPA after I have completed the courses?

If you are admitted with a GPA below 3.0 but graduate with a GPA of 3.0 or higher, we will remove your conditional status as soon as we receive your graduating transcript. However, if you have already completed an undergraduate program, additional coursework will not alter your GPA, which was fixed at graduation.

I have worked in the field for some time. Do I qualify for Advanced Standing?

Advanced Standing Programs in Social Work are limited to students who have completed an undergraduate degree in Social Work from a CSWE-accredited program within the last five years. Our program has additional requirements, including a 3.0 overall GPA and an excellent final field evaluation. Advanced Standing programs differ in their requirements, as well as whether they waive any credit—but all limit their admission to graduates of accredited Social Work programs, as that is a CSWE requirement.

What kind of consideration may I receive for having worked in the human services?

CSWE does not allow MSW programs to grant any waivers or other consideration for work experience; conversely, the program *requires* that all applicants have completed at least thirty hours of paid, volunteer or practicum-based supervised work in a human service agency for admission.

One of my referees told me that she would forward her reference letter to you directly. Is this permitted?

No, we ask applicants to submit all material online via the online application process on the Graduate College website. An application that does not contain three appropriate letters of reference (one from a faculty member, one from someone who has supervised you in the human services, and a third from either of the first two) is considered incomplete.

I have taken unrelated courses at a number of colleges—do you really need transcripts from every undergraduate program that I have attended?

Yes. By law we are not permitted to review your application until we have received transcripts from every undergraduate institution that you have attended, and every graduate institution from which you wish to transfer credits.

May I apply to begin during any semester or on any campus?

No, for our face-to-face program. Our Advanced Standing face-to-face program begins second summer session and our face-to-face Foundation program begins in Fall semester each year. All coursework must be taken in sequence. The program is offered annually only on the Athens campus.

Our part-time ONLINE programs will be admitting each semester with the following application deadlines: Summer = April 1st, Fall= July 1st, Spring = November 30th

I have a felony conviction. Will it prevent me from being admitted to the program, or from being licensed?

It depends upon several factors, particularly the crime of which you were convicted, the amount of time since it occurred and your behavior since then. In some cases, particularly if you have a history of violent behavior, the university may refuse you admission. If admitted, you may also have difficulty being accepted by a practicum site—and the program reserves the right to dismiss any student rejected by three sites. Finally, some states do not permit felons to be licensed, but most review each applicant individually.

What happens when I submit my application materials, and how soon should I expect a response about my application?

You will receive a response no earlier than February 25th if your application was completed before January 14th. Applications completed after January 14th will only be reviewed as space becomes available in the program. Online program applications are reviewed ongoing each semester.

What are the required GPAs for admission to each program?

- Advanced Standing – 3.0 and B in required social work courses (2601, 3602, 3701, 3801, 3940, 4801, 4923, 4924)
- 2 YR, 3 YR PT and 4 YR PT programs – 3.0
- Graduate Assistantships – 3.25

When does the Advanced Standing program begin?

The face-to-face advanced standing program begins the 2nd summer session that runs 7 weeks.

How many field hours are required:

- Advanced Standing:
 - Fall – 14 weeks @ 20 hours per week = 280
 - Spring – 14 weeks @ 20 hours per week = 280
 - Total 560 hours
- Foundation:
 - Fall – 7 weeks @ 16 hours per week = 112
 - Spring – 14 weeks @ 20 hours per week = 280
 - Fall – 14 weeks @ 20 hours per week = 280
 - Spring – 14 weeks @ 20 hours per week = 280
 - Total 952 hours
- Part Time Online Advanced:
 - 10 hours per week for 4 semesters = 560
 - Total 560 hours
- Part time Online Foundation:
 - 11 weeks @ 10 hours per week = 112
 - 10 hours per week for 6 semesters = 840

- total 952 hours

What should be included in your application?

- Completed Graduate College online application
- MSW Application Checklist
- Application Essay
 - Must discuss at least 30 hour of volunteer experience in human services
- Professional Resume
- Three letters of reference
 - One from faculty member
 - One from someone who supervised you in human service work
 - One additional from faculty or person who supervised you in human service work
 - For Advanced Standing applicants – one of the three references needs to be from your undergraduate field instructor
- Official transcripts from all schools attended beyond high school
- Professional Expectation for Student Behavior Form
- TOEFL, if applicable
- Petition for GPA below 3.0 (if applicable)
- Graduate Assistantship Application and Essay (if applicable)
 - (on campus applicants are eligible)

FREQUENTLY ASKED QUESTIONS ABOUT THE ONLINE PROGRAM

Will students have to log on at certain times to view lectures or are the lectures available whenever?

This may be different for each course. It is setup at the discretion of the instructor.

Can students work ahead?

No, even though the program is online, there are still group activities so you cannot get ahead of the class. However, you can always read ahead.

Will there be other helpful resources offered online? Tutoring? APA?

The same resources that are available to the face to face program will be available to online students.

Will my instructor have office hours to communicate if I don't understand the material?

All instructors are required to hold office hours which will be displayed on the course syllabus and be available virtually.

Are the online semesters the same length as the face to face program?

Yes, we will follow the same OHIO schedule with holidays and breaks. Each course will be 14 weeks long and will begin and end the same time as the face to face program.

How often are people being admitted to the program?

You will be admitted summer, fall, or spring semesters.

Is there a limited number of credit hours you can take each semester?

This program is set up to be a part-time program which allows you to take 2 courses each semester. You will need to stay with the sequence of courses. Each semester is 6 credits.

If you need a lighter course load one semester can you make it up the next?

Yes, as long as courses are taken in the necessary sequence.

Do you have an actual field liaison that visits your placement?

You will have a field liaison who will meet with you and your field instructor at minimum once per semester, more if necessary. Those meetings may be in person or virtually, depending on the distance, health and safety, and availability of participants.

MSW APPLICATION REQUIREMENT CHECKLIST

NOTE: **Please submit ALL materials in this packet; materials sent separately will NOT be reviewed.**

APPLICANT NAME _____ EMAIL ADDRESS _____

- Adv. Standing (OC) Foundation (OC) 3 yr PT (OC) 4 yr PT (OC)
- PT Adv. Standing (O) PT Foundation (O)

Standard Admission (Full or Part-time)

- Application Form Application Essay Professional Resume
- Bachelors' degree with Liberal Arts focus _____
- 3.0 GPA* (overall) Final &/or Current UG GPA _____
- Course in Quantitative Analysis/Statistics (PSYCH 2110 if taken at OU) with a passing grade

Course #	Course Name	School	Credits	Final Grade

- Course in Human Biology (BIOS 1030 if taken at OU) with a passing grade

Course #	Course Name	School	Credits	Final Grade

- Courses in 3 separate areas of the Social Sciences (Psychology, Social Work, Sociology, Political Science, Anthropology, Economics, Criminology) with a grade of B or better

Course #	Course Name	School	Credits	Final Grade

Course #	Course Name	School	Credits	Final Grade

Course #	Course Name	School	Credits	Final Grade

- One additional course in one of the three disciplines that you have listed above at the 3000 or 4000 level with a grade of B or better

Course #	Course Name	School	Credits	Final Grade

Standard Admission (cont'd)

- 30 hours of paid or volunteer experience in the human services (discussed in essay)
- One letter of reference from a faculty member who taught you in a Social Science course.
- One letter of reference from someone who supervised you in paid or volunteer human services work.
- A third letter from either of the two types of referees described immediately above.

Advanced Standing Admission**

- All material required under Standard Admission (see above)
- Bachelor's degree in Social Work from a CSWE-accredited program, completed within the last five years**
- GPA of 3.0
- Most current Senior -level and/or final undergraduate field evaluation
- One letter of reference from a faculty member who taught you in a Social Science course.
- One letter of reference from someone who supervised you in paid or volunteer human services work.
- One reference must be from your undergraduate field instructor

Graduate Assistantship Eligibility (only on-campus applications eligible)

- GPA of 3.25
- Graduate Assistantship application and essay **as part of your online application to be received by January 14th**
- Financial need addressed in Graduate Assistantship application
- Relevant skills discussed in Graduate Assistantship application
- Ability to provide 15 hours per week of work to the program

*** If GPA is below 3.0**

- Petition for Exceptional Consideration form and essay

** If the degree was received earlier, student must provide syllabi demonstrating that undergraduate courses were similar to current first-year MSW course sequence (NOTE: All students must take SW 5101 and SW 5702)

Follow the link to find alternative courses for Human Biology and Quantitative Analysis/Statistics:

<https://louisville.edu/kent/conted/prerequisites-offered-by-kent-school-of-social-work-continuing-education-program>

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

The faculty and staff at Ohio University Department of Social Work expect students to demonstrate the values and principles and ethics as outlined in the NASW Code of Ethics as part of their preparation to become professionals while in the classroom as students and during their field experience. Students in our program are expected to demonstrate the following behaviors consistent with the knowledge, values and skills of the social work profession.

1. **Accountability:** Attend class and field, arrive on time, and return from break in a timely manner.
 - Participate in group activities and assignments at a comparable level to peers.*
 - Complete work in a timely fashion and according to the directions provided by the instructor.*
 - Come to class prepared, with readings and other assignments completed.*
 - Fulfill all commitments to your field agency.*

2. **Respect:** Treat all your peers, your instructors, your clients, and all those with whom you come in contact, with dignity and respect at all times.
 - Listen while others are speaking.*
 - Give feedback to peers in a constructive manner.*
 - Approach conflict with peers or instructors in a cooperative manner.*
 - Use positive and nonjudgmental language.*
 - Dress professionally and project a professional image. If unsure how to dress in a particular setting or for a particular event, ask your Field Instructor or the staff of the Field Education Office, and err on the side of modesty.*

3. **Confidentiality:** Treat any personal information that you hear about a peer, instructor, or client as strictly confidential.
 - Maintain any information shared in class, dyads or smaller groups within that unit.*
 - Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)*
 - Never use names of clients or disclose other identifying information in the classroom.*

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
 - Come to class with books, handouts, syllabus, and pens*
 - Seek out appropriate support when having difficulties to ensure success in completing course requirements. Seek this support in a timely fashion (not waiting until the last minute).*

Take responsibility for the quality of your work, such as tests, assignments, and field activities.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
 - Commit yourself to learning the rules of citing others' work properly.*
 - Do your own work and take credit only for your own work.*
 - Acknowledge areas where improvement is needed.*
 - Accept and benefit from constructive feedback.*

6. **Diversity:** Strive to become more open to people, ideas, and creeds with which you are unfamiliar. Embrace diversity.
 - Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*
 - Exhibit a willingness to serve diverse groups of persons.*
 - Demonstrate an understanding of how values and culture interact.*

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.
 - Demonstrate assertive communication with peers, instructors, and clients.*
 - Practice positive, constructive, respectful and professional communications skills with peers, instructors, and clients (body language, empathy, listening)*
 - Avoid communicating on your cell phone, tablet, and other electronic devices during class, field education settings, planning and professional meetings, etc.*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
 - Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*
 - Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*
 - Apply an enhanced understanding of social justice issues to create change in the community where you live and work.*

CONSEQUENCES

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department's faculty determines that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics or Ohio University Department of Social Work's Student Handbook. These violations may include but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Department of Social Work.

2. Academic cheating, lying, or plagiarism. Behavior judged to be in violation of the NASW Code of Ethics.
3. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice.
4. Inappropriate or disruptive behavior toward colleagues, faculty or staff (in the Department of Social Work Program or in the field placement).
5. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
6. Documented evidence of criminal activity occurring during the course of study.

I have read and understand this statement of Professional Expectations of Student Behavior and Consequences.

Signed Name

Printed Name

Date

Adapted from FAU School of Social Work, "Professional Expectations of Student Behavior"
Available at: <http://www.fau.edu/ssw/expectations.html>

OUTLINE FOR THE PERSONAL QUALIFICATIONS AND INTEREST ESSAY FOR APPLICATION TO THE MSW PROGRAM

Please prepare a narrative typed, double-spaced, statement of 3-5 pages, with attachments, if necessary, addressing the following:

- 1.) Your interest in pursuing a graduate degree in social work, including personal experiences you may have had that have influenced your decision
- 2.) The experiences you have had working with people who are different from you culturally and/or racially. How have these interactions impacted your decision to become a social worker?
- 3.) Our program has an emphasis on rural social work. Describe your interest in practicing in a rural area upon graduation.
- 4.) What personal qualities, strengths, and skills do you bring to the social work profession? What challenges do you anticipate?
- 5.) The social work and social work-related member organizations to which you belong or have belonged, and positions you have held in them, if any.
- 6.) Please describe your short and long-term career goals after graduation.

PETITION FOR EXCEPTIONAL CONSIDERATION OF AN APPLICANT WITH A GPA BELOW 3.0

Applicant Name _____

Please identify all of the following that relate to your situation. **Attach documentation or explanation as necessary. The final category will not be considered without substantial documentation and explanation.**

- 1.) Earned undergraduate degree over ten years ago; have since gained compensating professional experience/success.
- 2.) Significant professional success/distinction of substantial duration.
- 3.) Completed some graduate work, with course grades above 3.0.
- 4.) Supports the program's commitment to diversity, including outreach to those who live/work in Appalachia.
- 5.) Other
- 6.) **IMPORTANT:** Please include your petition statement below:

ADMISSIONS STATUSES IN THE OHIO UNIVERSITY MSW PROGRAM

ADMISSION CATEGORIES

Ohio University has four categories of graduate student admission: degree, non-degree, postbaccalaureate, and transient.

DEGREE

A degree-seeking student is one who is working toward a graduate degree at Ohio University.

NON-DEGREE STATUS

Students who have earned a bachelor's degree with a Liberal Arts focus and a GPA of at least 3.0 may be admitted as a non-degree seeking student. Students *may* be able to transfer those credits into the MSW degree program *if* they meet all other requirements for the degree and are accepted **within two years** of completing the courses (students must apply **within one year** if they choose the part-time option)*

To take graduate courses if you have no intention of working toward a graduate degree at Ohio University, apply for admission in the regular manner but as a non-degree student. Approval for such admission does not constitute admission to a degree program. Credit earned prior to admission to a degree program as a degree-seeking student cannot normally be applied toward a graduate degree at Ohio University. In exceptional cases the appropriate academic department will determine which courses, if any, that you take while in non-degree status may be applied subsequently toward degree requirements.

You may take no more than 12 hours of academic work within a time limit of six years as a non-degree student.

POSTBACCALAUREATE

This status is applicable to the regional campuses for all semesters and to the Athens campus for summer only. The conditions of postbaccalaureate admission are the same as for non-degree graduate status: (a) admission status terminates after completion of 12 graduate hours, or six years, whichever comes first (b) admission to non-degree status does not constitute admission to a graduate degree program, and (c) credit earned cannot normally be applied toward a graduate degree at Ohio University. A new application must be submitted upon termination of status as noted in (a) above. Some graduate courses are not open to students admitted to postbaccalaureate status. If in doubt about the acceptability of postbaccalaureate status for a specific course, check with the department offering the course.

TRANSIENT

A student currently working toward a graduate degree at another university may earn graduate credit at Ohio University to be transferred to the other university.

You may be admitted to transient status by submitting a transient student application and Residency Information form, the appropriate application fee, and an official statement of good standing from the dean of the graduate school in which you are enrolled.

You must request permission each semester to register at Ohio University as a transient student.

ADMISSION CONDITIONS

Unconditional (Final) Admission

Students approved by the major department for unqualified admission to a graduate degree program are given unconditional admission.

Provisional Status

Students who have not completed the requirements for a bachelor's degree at the time of application, but are scheduled to do so by the time they begin the program, may be admitted to the MSW program on a *provisional* basis for **one semester**. Students will not be able to register for a subsequent semester or to obtain their grades from that semester until the Office of Graduate Student Services receives a final official transcript from their undergraduate institution. This transcript will not automatically be sent because the students requested a transcript at the time of application, unless the students received their undergraduate degree at Ohio University.

Any admission to a graduate program is provisional until you have provided a final official transcript from any institution where a bachelor's degree or higher has been earned, showing receipt of that degree and official transcripts from any other postsecondary school attended. It is your responsibility to see that final official transcripts are on file in the Graduate College no later than the end of your first semester of registration in a graduate program. Provisional status is removed when all final documents are received by the Graduate College and any other provisions of admission have been fulfilled. Failure to produce final documents will result in a registration hold being placed on your account and may result in dismissal from graduate status.

Conditional Status

On occasion, students who have GPAs slightly below 3.0, but demonstrate exceptional ability to perform well in the MSW Program (as evidenced by exceptional references, work histories) may be admitted to the MSW program on a *conditional* basis for **one semester**. Students must attain a GPA of at least 3.0 during their first semester to continue in the program.

Students who have some deficiency in the entrance requirements may be recommended by the program for conditional admission. Conditionally admitted student must meet the stipulations set forth at the time of admission to achieve unconditional admission status. Failure to meet the terms of admission will result in dismissal from the degree program. Students are eligible for University-Funded assistantships, fellowships, and scholarships only after they have received unconditional admission

Conditional admission due to academic deficiency

Students who have some academic deficiency in the entrance requirements, such as a low grade-point average or missing prerequisite coursework, may be recommended by the department for conditional admission. Students admitted conditionally based on an academic deficiency must achieve unconditional admission status by satisfactorily completing a prescribed program to remove any academic deficiencies and attaining a 3.000 or better grade-point average in the first 10 semester hours of graded graduate course credit. Unofficial withdrawals (FN/FS) are factored into this calculation. The department graduate committee will specify whether undergraduate courses required as further preparation for admission will be taken for audit or credit. Grades earned in such courses may be used by the graduate committee in evaluating a student's capability for graduate work. Undergraduate or audited courses will not satisfy requirements for any graduate degree.

Conditional admission due to deficiency in English language competency

Non-Native speakers of English who have a deficiency in English language competency (at least 61 TOEFL iBT but below university unconditional and department entrance requirements) may be recommended by the department for conditional admission with concurrent admission to the Ohio Program of Intensive English (OPIE). Students admitted in this category must achieve unconditional admission by satisfactorily completing a prescribed program to attain the required level of language competency. A student who fails to achieve unconditional admission within one academic calendar year (12 months) of the original admission will be dismissed from the academic program. Readmission to the academic program requires a new application. Students who will be visa holders and are admitted conditionally with concurrent admission to OPIE must demonstrate they have sufficient funds for the first year of study before a Form I-20 or DS-2019 Certificate of Eligibility can be issued.

English Provisional Admission

Non-native speakers of English who do not have a TOEFL score and are not exempted from having to submit a score with their application or who have a TOEFL score less than the university minimum may apply for English Provisional admission. English Provisional admission is a combination of admission to the Ohio Program of Intensive English (OPIE) and future admission to a graduate degree-seeking program.

If you are admitted as English Provisional, you will enroll in English language courses through the Ohio Program of Intensive English (OPIE) upon your arrival at Ohio University. You will have up to two years to achieve an English proficiency score of at least 550 TOEFL (or as specified by the graduate degree program). Students admitted under English Provisional status are not eligible to register for graduate courses or apply for any type of graduate appointment (such as a tuition waiver and/or stipend) until full admission status has been achieved.

Medical or Personal Leave Status

Students who must leave the program for medical or other personal reasons unrelated to academic difficulty must submit a written statement to the Graduate Coordinator regarding the purpose of their leave and estimating its length. These students must wait until the following year to reenter the program. Readmission may require proof that the reason for the leave has been alleviated.

Students enrolled in a degree program who do not expect to make progress toward their degree for a period of time due to personal, medical, or professional reasons may request a leave of absence from a degree program. Students on an approved leave of absence may not make significant use of university resources and services or engage in significant consultation with the faculty.

To request a leave of absence, a student shall submit to the program graduate coordinator a written request stating the reason for the leave and expected duration of the leave. All foreseeable leaves of absence must be requested prior to leaving the campus. Approved leaves will be documented for the student in writing, with a copy forwarded to the college office and the Graduate College for recording in the student's file.

It is the responsibility of the student to resolve all issues pertaining to financial support, federal financial aid, and any outstanding debt to the University prior to a leave of absence. Prior to the completion of the leave of absence, the student must notify the program graduate coordinator so that the reentry process can be initiated.

To be eligible for a leave of absence, a graduate student must not have received an extension of the time limit for the degree. A leave of absence will not extend the time limit for completion of a degree (six calendar years for master's degrees of less than 40 hours; seven calendar years for master's degrees of 40 or more hours)

A student who does not return and register in a degree program at the conclusion of an approved leave of absence is considered dropped from the program.

International students in F-1 or J-1 nonimmigrant status must also obtain authorization from International Student and Faculty Services prior to the initiation of a leave of absence and before returning to campus to ensure compliance with current SEVIS regulations and visa restrictions.

Requesting a leave of absence will ensure that your academic program is aware of your plans. It also provides confirmation for third parties of your status as a student on an approved leave.

A student who is withdrawn from the university for medical reasons cannot be reinstated until the Graduate College receives a written clearance from the student health service.

Probationary Status

Students who have been admitted with a GPA of 3.0 or above, who then receive a grade lower than a B in any course, or have their GPA fall below 3.0, will have **one semester** of *probation* during which they must acquire a GPA equal to or greater than 3.0. If the student

does not improve their GPA then they will be dismissed from the program. Probationary students must meet biweekly during the semester with their instructors and advisor to develop corrective actions, which may include additional readings and assignments, and to monitor their progress. These meetings must be initiated by the student. In addition, **students whose GPAs fall below 3.0 become ineligible for any departmental and university stipends and/or tuition waivers.**

Graduate Status and Enrollment

Graduate status is granted for a specific program and tied to that program. Status ends when the student graduates, is formally separated from the program, or exceeds the time to complete degree. Students without active graduate status who wish to take additional graduate-level coursework must complete a new application and be admitted to a new degree or non-degree status.

Students working toward graduate degrees are required to enroll in graduate courses that are part of their degree programs. You may earn a graduate degree only in a program to which you have been admitted and in which you have enrolled.

Early Admission to a Graduate Degree Program

A superior undergraduate student may seek early admission to a graduate degree program. You must have an overall GPA of at least 3.5 and have completed all undergraduate requirements, except the total credit hour requirement, by the time of your entry into the graduate degree program. After obtaining the written recommendation of your department, the departmental graduate committee, and the dean of your undergraduate college, you may be admitted into a graduate degree program and enroll in graduate courses for graduate credit. You can use these courses to satisfy both graduate degree requirements and undergraduate total credit hour requirements. You must apply for this privilege in advance of registration through the Graduate College. The application for early admission is available on the Graduate College web site. If you qualify for early admission to a graduate degree program, and you are admitted to graduate status, you are eligible for graduate assistantship or scholarship support.

Degree Time Limits

The maximum time allowed between the date when you first initiate graduate study toward a master's degree and the date when you complete the requirements for the master's degree is six calendar years. Any master's degree program that requires more than 40 hours may increase the six-year time limit to seven years. If you do not complete your requirements within the time limit, you may be permitted to continue graduate study only if exceptional circumstances are associated with the delay.

The dean of your college may grant a one-time, one semester extension for the semester immediately following the final semester in which your degree requirements were to have been complete, based on the Time Limit policy as described above.

If circumstances require an extension of time beyond the one-semester dean's extension, you must apply for readmission to the program by completing a new application form and paying the reapplication fee. The graduate committee of the program and the dean of the college must review the readmission application. The criteria for readmission should be the currency of your courses, project, or thesis. The program may require retaking or adding particular courses, updating the project or thesis, taking additional practicum or internship hours, or fulfilling any degree requirements that have been added since the initiation of your program. If readmission is approved, the specifications for readmission, including the length of time for the readmission, must be presented to you in writing, with a copy placed on file in the Graduate College.

THE MSW CURRICULUM

Overview of Curriculum Coherence and Integration and Program Delivery

The MSW program is designed so that all courses are held one day per week and are delivered via a hybrid model combining face-to-face and online instruction.

The curriculum is designed to enable students to master all the core competencies and practice behaviors mandated by the Council on Social Work Education and modified by the program. This design incorporates an integrated foundation curriculum, focusing on micro-, mezzo- and macro-practice, human behavior in the social environment, an historic and contemporary understanding of social policy and the profession of social work with a foundation field experience.

The foundation curriculum also introduces MSW students to research through a focus on evidence-based social work practice and evidence supporting theories incorporated in biology, psychology, sociology and human behavior in the social environment, and strengthens their ability to serve clients dealing with specific social problems (e.g., victimization, substance abuse), address macro social problems (e.g., poverty, social marginalization) and prepares them for their advanced year clinical specialization. All foundation experiences incorporate a combined focus on services to families and an understanding of rural culture.

The advanced curriculum of the MSW program builds upon foundation content, integrating a focus on clinical practice with an advanced field placement commensurate with the clinical specialization. In addition to their specialization courses, all advanced students jointly take a two-course research sequence and a course bridging practice in agency settings. These courses not only create further curriculum integration, but enable students in their clinical specialization to examine mezzo and macro practice issues and how clinical and all practice arenas in a rural environment interrelate. The two-semester research sequence requires that all students conduct a significant research project to assess an aspect of field practice, based upon practice, human behavior, policy and practice theory and prior research as appropriate, using quantitative and/or qualitative statistical software to analyze their data. The Rural Social Agency course integrates knowledge about the ways in which clinical practice in a rural environment includes micro, mezzo, and macro foci.

Students are prepared to conduct this integrative assignment not only by the curriculum of the program, but by assignments in other MSW courses that require oral, textual and graphical presentations (such as case studies, community analyses, grant proposals and research) based on their field assignments, and incorporating and reflecting technology as appropriate. This is one of the ways that students demonstrate, to the wider campus and community, as well as to their instructors, how effectively they have integrated the various aspects of their coursework with the field curriculum.

MSW SCHEDULING FOR ON-CAMPUS PROGRAMS

(All courses are taught on Wednesdays or Thursdays)

ADVANCED STANDING

Summer	Fall	Spring
SW 5101 – Rural Orientation (3)	SW 5702 – HBSE 2 (3)	SW 6101 – The Rural Social Agency (3)
SW 6810 SW Assessment (3)	SW 6812 – Direct Practice with Adults, Families, and Communities (3)	SW 6811 – Direct Practice with Children, Adolescents, and Groups (3)
	SW 6921 – Advanced Field Practicum I (6)	SW 6922 – Advanced Field Practicum II (6)
	SW 6941 – Social Work Research and Program Evaluation I (3)	SW 6942 – Social Work Research and Program Evaluation II (3)
Total: 6	Total: 15	Total: 15

FOUNDATION FULL-TIME

YEAR ONE

Fall	Spring
SW 5101 – Rural Orientation (3)	SW 6810 – SW Assessment (3)
SW 5601 – Social Welfare Policy and Services I (3)	SW 5702 – HBSE II (3)
SW 5701 – HBSE I (3)	SW 5802 – Social Work Practice II: Groups and Communities (3)
SW 5801 – Social Work Practice I: Foundations of Practice (4)	SW 5922: Foundation Field II (6)
SW 5921 – Foundation Field I (4)	
Total: 17	Total: 15

YEAR TWO

Fall	Spring
SW 5602 – Social Policy 2 (3)	SW 6101 – Rural Social Agency (3)
SW 6812 – Direct Practice with Adults, Families, and Communities (3)	SW 6811 – Direct Practice with Children, Adolescents, and Groups (3)
SW 6921 – Advanced Field Practicum I (6)	SW 6922 – Advanced Field Practicum II (6)
SW 6941 – Social Work Research and Program Evaluation I (3)	SW 6942 – Social Work Research and Program Evaluation II (3)
Total: 15	Total: 15

THREE YEAR PART-TIME**YEAR ONE**

Fall	Spring
SW 5101 – Rural Orientation (3)	SW 6101 – Rural Social Agency (3)
SW 5601 – Social Welfare Policy and Services II (3)	SW 5702 – HBSE II (3)
SW 5701 – HBSE I (3)	
Total: 9	Total: 6

YEAR TWO

Fall	Spring
SW 5801 - Social Work Practice I: Foundations of Practice (4)	SW 5802 – Social Work Practice II: Groups and Communities (3)
SW 5921 – Foundation Field I (4)	SW 5922 – Foundation Field II (6)
SW 5602 – Social Welfare Policy and Services II (3)	SW 6810 – SW Assessment (3)
Total: 11	Total: 12

YEAR THREE

Fall	Spring
SW 6941 – Research 1 (3)	SW 6942 – Research 2 (3)
SW 6812 – Direct Practice with Adults, Families, and Communities (3)	SW 6811 – Direct Practice with Children, Adolescents, and Groups (3)
SW 6921 – Advanced Field Practicum I (6)	SW 6922 – Advanced Field Practicum II (6)
Total: 12	Total: 12

FOUR YEAR PART-TIME**YEAR ONE**

Fall	Spring
SW 5101 – Rural Orientation (3)	SW 6101 – Rural Social Agency (3)
SW 5601 – Social Welfare Policy and Services I (3)	SW 5702 – HBSE II (3)
SW 5701 – HBSE I (3)	
Total: 9	Total: 6

YEAR TWO

Fall	Spring
SW 5801 – Social Work Practice I: Foundations of Practice (4)	SW 5802 – Foundation Practice 2 (3)
SW 5921 – Foundation Field I (4)	SW 5922 – Foundation Field II (6)
Total: 8	Total: 9

YEAR THREE

Fall	Spring
SW 6941 – Social Work Research and Program Evaluation I (3)	SW 6942 – Social Work Research and Program Evaluation II (3)
SW 5602 – Social Policy 2 (3)	SW 6810 – SW Assessment (3)
Total: 6	Total: 6

YEAR FOUR

Fall	Spring
SW 6812 – Direct Practice with Adults, Families, and Communities (3)	SW 6922 – Advanced Field 2 (3)
SW 6921 Advanced Field 1 (6)	SW 6811 – Direct Practice with Children, Adolescents, and Groups (3)
Total: 9	Total: 9

ONLINE ADVANCED STANDING

Semester One	Semester Two
SW 5101 – Rural Orientation (3)	SW 6101 – Rural Social Agency (3)
SW 5702 – HBSE II (3)	SW 6810 – SW Assessment (3)
Total: 6	Total: 6

Semester Three	Semester Four
SW 6812 – Direct Practice with Adults, Families, and Communities (3)	SW 6811 – Direct Practice with Children, Adolescents, and Groups (3)
SW 6921 – Advanced Field 1A (3)	SW 6921 – Advanced Field 1B (3)
Total: 6	Total: 6

Semester Five	Semester Six
SW 6941 – Research 1 (3)	SW 6942 – Research 2 (3)
SW 6922 – Advanced Field 2A (3)	SW 6922 Advanced Field 2B (3)
Total: 6	Total: 6

ONLINE FOUNDATION

Semester One	Semester Two
SW 5101 – Rural Orientation (3)	SW 5602 – Social Policy 2 (3)
SW 5601 – Social Welfare Policy and Services I (3)	SW 5701 – HBSE I (3)
Total: 6	Total: 6

Semester Three	Semester Four
SW 5702 – HSBE 2 (3)	SW 5801 – Foundation Practice 1 (4)
SW 6101 – Rural Social Agency (3)	SW 5921 – Foundation Field 2 (4)
Total: 6	Total: 8

Semester Five	Semester Six
SW 5802 – Foundation Practice 2 (3)	SW 6810 – SW Assessment (3)
SW 5922 – Foundation Field 2A (3)	SW 5922 – Foundation Field 2B (3)
Total: 6	Total: 6

Semester Seven	Semester Eight
SW 6812 – Direct Practice with Adults, Families, and Communities (3)	SW 6811 – Direct Practice with Children, Adolescents, and Groups (3)
SW 6921 – Advanced Field 1A (3)	SW 6921 – Advanced Field 1B (3)
Total: 6	Total: 6

Semester Nine	Semester Ten
SW 6941 - Research 1 (3)	SW 6942 – Research 2 (3)
SW 6922 – Advanced Field 2A (3)	SW 6922 – Advanced Field 2B (3)
Total: 6	Total: 6

CREDIT HOURS BY SEMESTER AND OPTION:

		Summer	Fall	Spring
Advanced Standing (36 Total Credit Hours)				
	Year 1	6	15	15
Full Time (62 Total Credit Hours)				
	Year 1		17	15
	Year 2		15	15
3 Year Part Time (62 Total Credit Hours)				
	Year 1		9	6
	Year 2		11	12
	Year 3		12	12
4 Year Part Time (62 Total Credit Hours)				
	Year 1		9	6
	Year 2		6	6
	Year 3		8	9
	Year 4		9	9
Online Advanced Standing (36 Total Credit Hours)				
	Year 1		6	6
	Year 2		6	6
	Year 3		6	6
Online Foundation (62 Total Credit Hours)				
	Year 1	6	6	6
	Year 2	8	6	6
	Year 3	6	6	6
	Year 4	6		

FINANCIAL AID ELIGIBILITY FOR FALL/SPRING SEMESTERS:

Graduate Students 9 semester credits hours required

Graduate Assistants 12 semester credits hours required

Graduate Fellowships 15 semester credit hours required

MSW COURSE DESCRIPTIONS

Course Number	Description
5101	<p>RURAL ORIENTATION (3) - REQUIRED</p> <p>Introduces the unique geographic region of Central Appalachian Ohio. Explores values, cultural systems, and social issues and examines the historical, economic, sociological, educational, spiritual, cultural, and political aspects of the Appalachian region and their impact on social welfare institutions and the services they provide.</p>
5203	<p>INTERNATIONAL SOCIAL WORK AND SOCIAL WELFARE (3) – ELECTIVE</p> <p>Explores international social work and social welfare in the context of global social issues. Although the course uses the African continent as its primary focus, readings and other course materials also provide information about other international contexts. Presents an overview of the social work profession, the impact of global interdependence on social work practice, and historical and current social welfare challenges facing the developed and developing countries.</p>
5213	<p>CHILD ABUSE AND NEGLECT (3) - ELECTIVE</p> <p>Designed for social work students and other students interested in human services. Explores child abuse and neglect within an ecological and family systems perspective. Emphasizes an interdisciplinary viewpoint and incorporates experiences in the community. Examine theories of causation of child abuse and neglect, issues in recognition, assessment, intervention, treatment, follow-up, and related issues of family violence and substance abuse. Incorporates discussion of social work values, ethics, and historical traditions in child welfare practice, including understanding issues of diversity for individuals and families. Consider child welfare policy issues, including advocacy issues, in relation to child protection, intervention with diverse populations, and treatment. The questions we are asking in this course are: Using an ecological perspective, what are the meanings of child abuse and neglect to individuals, to families, and to society? Understanding some of these meanings, what are some recommendations for social policy response?</p>
5223	<p>CHILD WELFARE I (3) - ELECTIVE</p> <p>The first of a two-course series that provides knowledge, concepts, and fundamental skills needed for beginning level practice in public and private child welfare. Focuses on interventions to protect children from abuse, neglect, and sexual abuse by strengthening, supporting, and empowering their families. Organized around four themes. First, content is provided on the mission and scope of child welfare practice, articulating the underlying philosophy and values that drive child welfare practice, and addressing cultural and relationship issues when working with families. Second, the course provides conceptual and practical information on identifying child maltreatment, assessing family needs and strengths, and determining both immediate and long-term risk to children of future maltreatment. Third, information is presented on case planning and applying a casework model to</p>

working with families. Fourth, content is presented on interviewing skills in child welfare setting, especially as these skills relate to family assessment and case planning activities.

5224 CHILD WELFARE II (3) - ELECTIVE

The second in a series of two child welfare courses. Continues with a family-centered and strength-based approach to child welfare services that addresses the developmental and permanence needs of children in the child welfare system. The Caseworker Core Training content is divided into five core modules covering: assessment in family-centered child protective services; investigative processes in family-centered child protective services; case planning and family-centered casework; child development and implications for family-centered child protective services; and separation, placement, and reunification in family-centered child protective services. Explores the phenomenon of traumatic stress as a topic of increasing importance in child welfare/social work practice and how secondary traumatic stress is derived from the social worker client relationship. Allow social workers to prevent and intervene in secondary traumatic stress in themselves, colleagues, clients, and organizations.

5233 COUNSELING OLDER ADULTS (3) - ELECTIVE

Focuses on basic counseling, communication, and intervention skills needed by persons working with aged. Problems specific to later years discussed. Field work component provides opportunity for interaction with older adults.

5243 SOCIAL WELFARE LAW (3) - ELECTIVE

Examines the social work ethics, legal problems often faced by social work clients, rights of people with special needs, and social work in the criminal justice system.

5263 CHEMICAL DEPENDENCY (3) - ELECTIVE

Explores policy issues relevant to chemical abuse, theories concerning the causes of addiction, evidenced-based treatment and prevention, the effects of various drugs, and the ethics/social justice issues relevant to chemical abuse. Examines substance abuse across systems (micro, mezzo, and macro).

5273 MENTAL HEALTH AND SOCIAL WORK (3) - ELECTIVE

Explores the history of mental health policies, cross-cultural issues, stereotypes associated with mental illness, the ethics of mental health practice, and social work practice based on a strengths model.

5283 SOCIAL WORK IN HEALTH CARE (3) - ELECTIVE

Provides an overview of health care policy and service delivery and the roles filled by social workers. Examines the ways services are perceived by and delivered to diverse populations, emphasizing social work values.

5293 AGING IN AMERICAN SOCIETY (3) - ELECTIVE

Review of available knowledge on critical issues and problems of aged in America. Attention devoted to social welfare programs and services designed to meet needs of elderly in various cultural groups.

5601 SOCIAL WELFARE POLICY AND SERVICES I (3) - REQUIRED

Presents a multicultural historical review of social service delivery systems, and the development of the social work profession, with a focus on the historic

lack of attention to rural needs and rural policy. Consideration is given to the structure, operation, implementation and outcomes of social services; values and ethics in social policy; the meaning of oppression and social justice; and the impact of social policy and social work practice on the needs of the poor and oppressed, including women, people of color, and other groups of particular concern to social work.

5602 SOCIAL WELFARE POLICY AND SERVICES II (3) - REQUIRED

Theories and frameworks analyze the development, operation, impact and strategies for change in today's social welfare policies and services. Responding to contemporary policy development throughout the United States, with emphasis on federal, Ohio and Appalachian-targeted policies, explores settings, population groups and social policy. Students apply analytic skills to deepen their knowledge about how settings, populations and issues are influenced and shaped by social needs, social policy, ethical questions, oppression and concerns for social and economic justice.

5701 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (HBSE) I (3) - REQUIRED

Applies the bio-psycho-social framework, life course perspective and systems theory to understanding human development and diversity.

5702 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (HBSE) II (3) - REQUIRED

Explores reciprocal influences of biology, psychology, and social functioning; analysis and beginning application of theories used in social work to assess systems at micro, mezzo and macro levels.

5801 SOCIAL WORK PRACTICE I: FOUNDATIONS OF PRACTICE (4) - REQUIRED

First of a two-course sequence providing foundation knowledge and skills for social work practice. Provides a conceptual framework for generalist practice. Maintaining a person-in-environment focus, students utilize a strengths-based problem-solving model that incorporates awareness of the impact of social work values and ethics on all levels of practice. Students develop an understanding of how various aspects of diversity impact practice and formulate a range of practice interventions based on empowerment and social and economic justice within a rural environment. Also integrates content on social work practice methods and biological, psychological and social theories of human behavior to enable students to assess individuals and families. The professional role, the nature of self-knowledge, self-discipline, and availability of other resources required for professional performance are emphasized.

5802 SOCIAL WORK PRACTICE II: GROUPS AND COMMUNITIES (3) - REQUIRED

Examines the systems in which people live, work, and are served, with focus on principles of social work practice that may be used to empower people to access, negotiate with, influence, and change various systems within communities and organizations. Integrates content on social work practice methods and biological, psychological and social theories of human behavior to enable students to assess groups and the situations in which they are involved. The professional role, the nature of self-knowledge, self-discipline, and availability of other resources required for professional performance are emphasized.

- 5921 FOUNDATION FIELD I (4) - REQUIRED**
Prepares students to apply social work research and interventions for generalist practice. The student will be assisted in progressively building a solid substructure of knowledge, skills, values and ethics in social work practice in conjunction with professional development within the context of an individual field placement in an agency in rural Appalachia. Requires 16 hours per week in a social agency beginning Week 8 of the semester.
- 5922 FOUNDATION FIELD II (6) - REQUIRED**
Continues the preparation of students to apply social work research and theory to practice and to develop roles and interventions for generalist practice. The student will be assisted in progressively building a solid substructure of knowledge, skills, values and ethics in social work practice, in conjunction with professional development within the context of an individual field placement in an agency in rural Appalachia. Requires 20 hours per week in a social agency.
- 5980 INDEPENDENT STUDY (1-10) - ELECTIVE**
Enable students to focus on the study of a topic of particular interest to them which may not be of broad enough interest to warrant the development of a standard elective. Individually designed by a student and faculty member to meet educational needs not met by existing core curriculum or elective courses.
- 6101 RURAL SOCIAL AGENCY (3) - REQUIRED**
Emphasizes agency-based practice focused on bringing about planned change in the organization. Encourages students to be as analytical about their organizations as they are about individuals, groups, and communities, and emphasize the partnership that should exist between direct service practitioners and managers to develop a supportive and open problem-solving environment in the social service agency. Problem definition, problem assessment, identification of intervention, design of interventions, use of staff, intervention costs and intervention effectiveness are covered.
- 6810 ADVANCED SOCIAL WORK ASSESSMENT (3) - REQUIRED**
This course introduces students to the assessment and accurate diagnostic understanding of mental disorders. Includes a focus on treatment interventions. Additionally, includes a focus on biopsychosocial spiritual assessments, the impact of difference and diversity, the impact of rural culture, and the implications of this knowledge for relationship building and treatment planning. Ethical issues related to assessment and diagnosis are also covered.
- 6811 DIRECT PRACTICE WITH CHILDREN, ADOLESCENTS, AND GROUPS (3) - REQUIRED**
Develop skills for social work practice with children and adolescents living in rural communities. Students will learn to evaluate a variety of intervention methods and theories, as applied to working with children and adolescents in individual and group settings. Focuses on diversity, gender and rural communities as contributors to child and adolescent development and incorporates environmental and systems perspectives.
- 6812 DIRECT PRACTICE WITH ADULTS, FAMILIES, AND COMMUNITIES (3) - REQUIRED**

Prepares students to provide social work services to families in rural communities. It also integrates material from SW 6811 such as social group work practice and assessment an intervention in rural environments. Enhances student understanding of practice with diverse populations, including non-traditional families in rural communities.

6900 EXPERIMENTAL COURSE - ELECTIVE

This course number will be used for experimental courses being offered while they are going through the UCC process. On occasion, courses will be developed on a one-time basis to respond to emerging or one-time issues not addressed elsewhere in the curriculum.

6921 ADVANCED FIELD PRACTICUM I (6) - REQUIRED

These two field practicum courses assist the student in progressively building upon the substructure of knowledge, skills, values, and ethics of social work practice which was acquired during the foundational field experience. Within a context of academic work in the four curricular areas in conjunction with an individual placement in an agency in rural Appalachia and a close mentoring relationship with a field instructor, the student will develop advanced clinical practice skills, will strive to clarify personal and professional values and ethics, and will further solidify a professional identity. Within this framework, the specialized clinical or administrative field practicum prepares the student for advanced social work service delivery in their area of specialization. Requires 20 hours per week in a social agency.

6922 ADVANCED FIELD PRACTICUM II (6) - REQUIRED

These two field practicum courses assist the student in progressively building upon the substructure of knowledge, skills, values, and ethics of social work practice which was acquired during the foundational field experience. Within a context of academic work in the four curricular areas in conjunction with an individual placement in an agency in rural Appalachia and a close mentoring relationship with a field instructor, the student will develop advanced clinical practice skills, will strive to clarify personal and professional values and ethics, and will further solidify a professional identity. Within this framework, the specialized clinical or administrative field practicum prepares the student for advanced social work service delivery in their area of specialization. Requires 20 hours per week in a social agency.

6941 SOCIAL WORK RESEARCH AND PROGRAM EVALUATION I (3) - REQUIRED

Prepares students to write a research proposal, in conjunction with their field supervisors, to address a problem of concern to their field agency. Explores quantitative and qualitative research methods, and the components of research proposal, including: problem formulation, development of hypotheses, and design of a sound, ethical study that conforms to IRB standards. The course also foreshadows data collection, analysis, interpretation and report writing.

6942 SOCIAL WORK RESEARCH AND PROGRAM EVALUATION II (3) - REQUIRED

This course builds on previous course S W 6941, where students reviewed to basics of social work research methods to write a research project proposal. During the course, students will learn statistical analyses including descriptive

and inferential statistics to complete the proposed research project approved by OHIO IRB and/or ethical guidelines of conducting social work research. Students will complete collection of data, and analysis of data using selective procedures. Students will use the appropriate analysis skills to analyze data collected for their evaluative or explanatory projects. Students will get experience of presenting their study verbally to their peers and other academic visitors such as field instructors and faculty members as well as write a publishable manuscript using APA style.

FIELD INSTRUCTION

During the fall semester of the specified year in the first foundation field course, students will conduct the field placement process by meeting with field faculty in mandatory group and individual meetings to discuss placement options and the placement selection process. Students will be assisted to develop a field resume, conduct field interviews and identify potential placement sites. All students are expected to identify no fewer than two potential sites. Barring exceptional circumstances, students can expect to be placed in one of these practicum sites. Advanced Standing Students will conduct the field placement process during the spring semester prior to their enrollment. Please note that, in the unlikely circumstance that a student is rejected from three field placement sites, the program reserves the right to dismiss that student for this reason alone.

Note that the information in this handbook is a brief overview of the field process for introductory purposes. Further information on field placement is available in the *Field Education Manual*, which is online.

There are two levels of MSW field instruction. They are defined as:

FOUNDATION: (fall and spring semesters of the first full-time, or second or third (3 vs. 4 year) part-time, year of the MSW program and last five semesters of online program): During the foundation practicum, students learn the basic skills necessary to prepare themselves for specialized practice and integrate the knowledge learned in the courses of the other core curriculum areas. Students are expected to perform the full complement of generalist social work roles of counselor/clinician, human services broker, teacher and advocate.

ADVANCED: (final year of MSW program and last four semesters of online program): During the final year of the MSW program, students choose a placement designed to focus on advanced level provision of services to families. The placement can be fully focused on clinical practice or can include up to 25% of *mezzo and/or macro practice content*. In order to be assigned to an advanced level placement, students will engage in another interviewing process or will submit a continuation proposal if they would like to remain in the same agency for the specialization field experience.

The availability of a specialization placement in the same agency does not guarantee the student or the agency a continued placement there. For the student to be assigned to the same agency for the specialized field placement, the student, field instructor and field liaison must all be in agreement. The field director makes the final decision regarding this matter. The following factors will be considered:

- 1.) Can the agency provide a specialized placement focusing on clinical practice with significant new learning opportunities for the student?
- 2.) Has the student developed practice needs and interests that would best be addressed in a different setting?
- 3.) Does the student meet the agency's criteria for advanced field instruction?

PLEASE NOTE:

Students whose undergraduate major was social work are eligible to apply for the Licensed Social Worker (LSW) credential in Ohio. Possessing an LSW will increase the range of field placements available, particularly in clinical settings. In addition, the State of Ohio has also designated a training status for social work students, the Social Work Trainee (SWT) that enables students who are enrolled in a social work field practicum course to provide services comparable to LSW's.

Field placement settings span 25 counties in three states, and public transportation in the region is poor where it exists at all. It is strongly suggested that students possess a driver's license and have access to a reliable vehicle prior to beginning the program. (Near campus field placements are available to students who are unable to drive, but will severely limit those students' choices of practice settings.)

FIELD PLACEMENT SETTINGS

Field placement settings and opportunities change and evolve frequently. Several are added each year as more MSW social workers enter the field; occasionally an agency is dropped, usually as a result of personnel or administrative changes that make it a less appropriate or stable placement. The categories of field placement agencies can include:

- Child Welfare
- Children and Families
- Community Action
- Corrections
- Developmental Disabilities
- Domestic Violence and Victim Services
- Geriatrics
- Health
- Homelessness
- Behavioral/Mental Health
- Program Planning and Evaluation
- Public Welfare
- Substance Use/Recovery

RESEARCH USING HUMAN SUBJECTS

The investigator in any research involving human subjects at Ohio University is expected to conduct any and all such experiments in compliance with Ohio University Policy and Procedure 19.052.

In summary, this policy applies to research investigations involving human subjects conducted by faculty, staff, or students at or under the auspices of Ohio University. Studies that require review include everything from clinical trials to surveys, interviews, and observation.

The purpose of the policy is to protect the rights and personal privacy of individuals, to assure a favorable climate for the conduct of scientific inquiry, and to protect the interests of Ohio University. Ohio University's policy on research involving human subjects is in compliance with the requirements set forth in the National Research Act (P.L. 93-348) and the regulations on public welfare set forth in Part 46 of Title 45 of the Code of Federal Regulations (45 CFR 46).

For details concerning the scope and purpose of this policy and for information concerning procedures, see the Ohio University Policy and Procedures Manual or contact the Office of Research and Sponsored Programs: www.ohio.edu/research/compliance/human-subjects.cfm

REGISTRATION

Registration policies and procedures are available online at www.ohio.edu/registrar, the Registrar's web site.

In order to register, you must sign in to My OHIO Portal using your OHIO ID and password. Click on the Academics tab to:

- View your DARS to identify courses to complete,
- Search course offerings for desired sections (identify the Class number for each section for which you plan to register), and
- Enroll in classes.

You must be registered for a minimum of one graduate credit in any semester in which you receive any service from the University or use its facilities, and the semester in which you will graduate.

If you have completed all degree requirements prior to the start of the first day of classes in the term you will officially graduate you do not have to register for that term if you meet the following conditions:

- you have enrolled in all required coursework,
- you have completed all final projects and deposited the final copy of the thesis or dissertation, and
- you have removed all incompletes.

RE-ENROLLMENT

If you have attended Ohio University previously and wish to re-enroll, complete an Application for Re-Enrollment www.ohio.edu/graduate/apply/reenroll.cfm.

VETERANS EDUCATIONAL BENEFITS REGISTRATION

To receive full veterans' benefits, you must register for at least nine semester hours of graduate work. For more information about veterans benefits, contact the Veterans Coordinator, Office of the Baker Center, Room 350, 740-566-8387.

INTERNATIONAL STUDENT REGISTRATION REQUIREMENTS

To comply with immigration regulations, international students (F-1 or J-1 status) must register as full-time graduate students (nine hours per semester maintains full-time status). Students must not drop any courses that would bring them below full-time status, register late, or withdraw from all classes without having the prior approval of an advisor in the Office of International Student and Faculty Services (ISFS).

CANCELLATION OF REGISTRATION

Your advisor or graduate chair, with the approval of the dean, may request that Graduate Studies cancel your registration because of poor academic performance, failure to meet course prerequisites, falsified signatures, failure to provide final transcripts, or other violations of University policy.

LATE REGISTRATION

Registration is not permitted after the Friday of the second week of the semester (in the case of some individual classes, after the first day). All registration procedures should be completed by the Friday of the second week of the semester.

In cases where late registration is necessary, you will be charged a retroactive registration correction fee beginning the day after the Friday of the second week of the semester, unless late changes are the result of University delays as judged by the registrar. The fees are: third week, \$40; fourth week, \$60; fifth week, \$80; and sixth week, \$100.

FULL-TIME STATUS

A graduate student enrolling for nine or more credits is assessed full-time fees. Students with graduate appointments are required to register for a minimum of 12 or 15 graduate hours, as described in the Financial Aid section of the Graduate catalog. For further information, please visit the following website:

www.catalogs.ohio.edu/content.php?catoid=55&navoid=4216#registration-info

FINANCIAL ASSISTANCE

Direct grants for social work education are extremely limited, as they tend to be for most professional degrees. The likeliest graduate-level educational grants are based on personal or family characteristics, personal or parental employment, and merit-based (and highly competitive) grants that must be applied for during the student's senior undergraduate year. Students who will remain in the area or relocate to serve other low-income areas of the US that are seriously underserved by MSWs should be aware of loan repayment programs offered by the National Health Service Administration and VISTA. The Peace Corps also offers loan repayment following service, as do all branches of the US military and the Veterans' Administration. Two websites that are especially useful for locating financial aid are:

FINAID

U.S. Dept. of Education Student Financial Assistance

<http://www.finaid.org>

<http://www.ed.gov/finaid.html>

DEPARTMENTAL GRADUATE ASSISTANTSHIPS

Academic departments and administrative units of Ohio University usually have a limited number of graduate assistantships available to graduate students, who must perform work in exchange for their graduate assistantships. Students must apply separately to each program or unit from which they seek graduate assistantship funding.

Students who receive departmental graduate assistantships from the Department of Social Work will be required to demonstrate at least one, and preferably several, of the following characteristics:

- financial need, as evidenced by responsibility for dependents, emancipation from parents, inability to obtain employment and exceptional educational costs;
- skills needed to assist the work of the Department of Social Work;
- experiences or other characteristics that would contribute to the breadth of experiences available to the student body and the field.

Students applying for departmental graduate assistantships must submit a graduate assistantship application form and a two-page essay explaining their eligibility factors with their applications, no later than February 14th prior to the academic year for which they seek financial aid.

Students must have a minimum 3.25 cumulative GPA to be eligible for a graduate assistantship, and may not receive a graduate assistantship during any semester that their cumulative average falls below that level.

STUDENT LOANS AND GRANTS FOR GRADUATE STUDENTS

Consult Chubb Hall for current information on student loan rates and eligibility. Please note that the Department of Social Work does not provide any forms of financial aid other than departmental Graduate Assistantships.

OU Financial Aid and Scholarships

<http://www-sfa.chubb.ohiou.edu>

National Health Service Corps (NHSC) provides loan forgiveness to primary care professionals who work in underserved regions, in agencies that serve the underserved clients of those regions. Clinical MSWs are eligible for loan forgiveness from NHSC.

Child Welfare University Partnership Program (UPP) seeks to develop direct service practitioners, creative child welfare leaders, policy makers, and managers who are capable of critical thinking and promoting best practices and highest-quality service to children, families and communities. The program accomplishes this by providing coordinated, integrated, and high-quality social work education and training with a focus on social work in child welfare settings.

The Child Welfare University Partnership Program provides a post-graduation employment incentive (**\$5,000 or \$10,000**) to MSW students who are interested in pursuing careers in child welfare.

The University Partnership is a unique and beneficial collaboration among the Ohio Department of Job and Family Services (ODJFS), Ohio's public schools of social work, the Institute for Human Services, Ohio Child Welfare Training Program, the Public Child Service Association of Ohio (PCSAO) and Public Children Service Agencies (PCSAs). Students in bachelor and Master of Social Work degree programs take special child welfare courses, complete a field placement in a PCSA and receive a child welfare post-graduation employment incentive after being hired as a PCSA caseworker within 180 days after graduation. Juniors in UPP must work a minimum of two years and seniors/MSW graduates must work a minimum of one year in a PCSA upon graduation. Students can choose to fulfill the work requirement in any of the 88 county PCSAs throughout Ohio.

The purpose of the Child Welfare University Partnership Program is to positively influence recruitment and retention in public child welfare while increasing new staff's readiness to provide quality services to children and their families. Social workers who participate in a program such as UPP stay longer and more satisfied with their employment than those who did not complete such a program.

Roles and Responsibilities

The Child Welfare University Partnership Program (UPP) is a collaboration between public universities, agencies and students.

Ohio University Department of Social Work shall:

- Offer two child welfare courses focused exclusively on the fundamentals of practice in child welfare. The courses are standardized with other universities and are concurrent with the field experience.

- Coordinate standardized field experiences for participants at local county children service agencies.

- Establish strong working relationships with representatives at local participating county children service agencies

Provide transfer of learning expert support for students and children service agencies.

The Field Placement will:

Provide students with challenging field education opportunities based on a standardized field education curriculum.
Provide skilled field education instructors to work with students and the CWUPP Campus Coordinator to facilitate the transfer of learning.

Students will:

Actively participate in course and field education offerings (concurrent).
Sign a contract, provide a permanent address for your check to be sent, sign a release of information allowing the University to send your UPP Certificate to your PCSA employer, and **CONTACT THE DEPARTMENT OF SOCIAL WORK UPON EMPLOYMENT.**

Become prepared for work in a public children service agency.

Each student participating in the CWUPP must sign an agreement or “contract” detailing the exchange of financial incentive funds for a commitment to work in a public children service agency for one year following graduation. The funds will be \$5,000 dollars per each year of participation (depending upon the year of acceptance into the program). The contract will be given to the student for review and signature upon admission to the Child Welfare University Partnership Program.

The Ohio Department of Job and Family Services will disperse the funds to Ohio University, which will maintain the funds in escrow until the student successfully completes the program. Successful completion of the program is defined as:

1. Successful completion of the child welfare courses
2. Successful completion of field education experience at a public children service agency
3. Graduation from Ohio University with a Bachelor of Social Work or a Master of Social Work degree
4. Employment at a public children service agency

Upon completing the items listed above, the University will disperse to the student the funds for the student’s participation in the program.

Application Information

Students interested in applying for CWUPP must fill out an application and interview with the Campus Coordinator. Applications for enrollment in the CWUPP program are at www.ohio.edu/chsp/social-work/scholarships

If you have any questions, contact:

Tracy A. Pritchard, LISW-Supervisor or Kortnie Weisenberger

740.699.2499
pritchard@ohio.edu

740.597.1636
weisenbe@ohio.edu

APPLICATION FOR GRADUATE, TEACHING, & RESEARCH ASSISTANT

Students who have assistantships generally fulfill academic responsibilities and serve as prescribed by the school, department, or administrative office. There are three types of assistantships:

Teaching Assistantships (TA) This designation is used for students receiving Graduate Assistantship support when 50% or more of the duties are directly related to the teaching mission of the department or school. All Teaching Assistants must meet oral English proficiency requirements as outlined by the Graduate College.

Graduate Assistantships (GA) This designation is used for students receiving Graduate Assistantship support with 50% or more of the duties are primarily administrative in character and/or their duties are not directly related to either the instructional or research mission of the university, but to professional training.

Research Assistantships (RA) This designation is used for students receiving Graduate Assistantship support when 50% or more of their duties are directly related to research or creative activities.

The assistantship provides a stipend for services as prescribed by the individual school or department and requires a minimum academic course load of 12 graduate credits a semester for both fall and spring. In addition to the stipend, the assistantship also provides a tuition waiver for each semester of service.

Students are not permitted to hold more than one graduate assistantship at a time. Also, please note that students are not permitted to hold outside employment during the time they are serving as a graduate assistant.

In the Department of Social Work, assistantships are only awarded to students who have an undergraduate GPA of 3.25 or higher. GA's whose graduate GPA falls below a 3.0 will lose their assistantship to enable them to more fully focus on their studies. Graduate assistants are expected to work 15 hours per week with the faculty or staff member to whom they are assigned. Hours must be logged and signed off by the supervising faculty or staff member.

The following factors are taken into consideration when selecting graduate assistants from the applications received:

1. You must be a full-time student enrolled in either the foundation or advanced years of the program.
2. Your ability to contribute to the work of the program, based upon your skills and the needs of the program.
3. Your ability to provide the time necessary to complete your assignment (15 hours per week)

The overall strength and clarity of your application and resume.

International Students: Please note that our Graduate Assistantships do **not** provide “full funding” for I-20 purposes.

Name _____ Email Address _____

Year in the MSW Program: _____ Foundation _____ Advanced _____ Undergrad GPA _____

Please rate your skills below from having very low ability to having very high ability:

Skill	Very Low Ability	Some Ability	Average Ability	Above Average Ability	High Ability	Unsure
Microsoft Word						
Microsoft Excel						
Microsoft PowerPoint						
SPSS						
Organizational Skills						
Time Management						
Library/Database Research						
Writing/Editing/Proofreading						
Detail Oriented						
Data Entry						
Meeting Deadlines						
Effective Communication						
Presentation Skills						
Social Media						

Please include a statement of no more than two pages describing your specific experience with the skills noted above and any additional skills and/or qualifications you would bring to your assistantship duties. Additionally, please note if there is any area of course work that you feel you are particularly strong in.

For full consideration, this form must be submitted by the January 14th prior to the academic year for which a graduate assistantship is being requested.

STUDENT RESOURCES

ADVISING

All students assigned to an advisor who is a faculty member with significant familiarity with the MSW program at the start of the program. The advisor formally meets with students on a semester basis, and in advance, as often as students request or require. Faculty advisors assist students with selection of field instruction sites, course specializations and electives; help students with special needs to negotiate with the department and the university to have them met; assist students with career choices; and, if necessary, help students in academic jeopardy to improve their academic or field performance.

STUDENTS WITH DISABILITIES

It is the responsibility of the student to notify the instructor, within two weeks of the beginning of the course, of their registration with the office of Student Accessibility Services and of the particular accommodations that are needed and recommended.

The office is located at:
Baker Center Room 348
740-593-2620

<https://www.ohio.edu/uc/sas/contact.cfm>

For emerging disabilities, contact the above office and your advisor for guidance.

IMPORTANT CONTACT INFORMATION

Department of Social Work

Phone: 740 593-1269

Fax: 740 593-0427

E-Mail: social.work@ohio.edu

<https://www.ohio.edu/chsp/social-work>

Academic Advancement Center

740 593-2644

<http://www.ohio.edu/uc/aac/>

Career and Leadership Development Center

740 593-2909

<http://www.ohio.edu/careerandleadership/>

Graduate Student Services

740 593-2800

<http://www.ohio.edu/graduate>

International Student and Faculty Services

740 593-4330

<https://www.ohio.edu/isfs>**Student Accessibility Services***

740 593-2620

<https://www.ohio.edu/uc/sas>**Ombuds Office**

740 593-2627

<http://www.ohio.edu/ombuds/>**Student Financial Aid and Scholarships**

740 593-4141

<http://www.ohio.edu/financial-aid>**Student Writing Center**

740 593-2646

<https://www.ohio.edu/uc/aac/swc/index.cfm>

* **Please Note:** Students with disabilities who wish to receive special assistance and consideration with reading, testing, and other educational needs **must** be registered with the Office of Student Accessibility Services.

STUDENT ORGANIZATIONS AND OTHER PROFESSIONAL INVOLVEMENT

Social workers are ethically obliged to participate in organizations that enhance their communities and their profession. Social work students are encouraged to participate in such professional activities as professional conferences, community organizations and university committees and organizations **beyond class and field requirements**. It is a student's obligation to negotiate field and other schedules when necessary to engage in these activities. **In some cases**, these activities may relate to field activities and be used as field hours. Students should keep track of their professional activities for their resumes and for various departmental and university recognitions.

STUDENT SOCIAL WORK ASSOCIATION

The Department has supported the development of a student-led Student Social Work Association by providing the association with a budget, a faculty liaison and meeting and file space. The Association has By-laws and a Constitution. A member of the Student Association is designated to participate on the University-wide Graduate Student Association, and the Graduate Student Association also identifies students for positions on Department Committees.

PHI ALPHA HONOR SOCIETY

The Ohio University Alpha Beta Chapter of the Phi Alpha National Honor Society is an honor society exclusively for social work students. An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:

- Declared social work as a major.
- Achieved sophomore status.
- Completed 9 semester hours of required social work courses.
- Achieved an overall grade point average of 3.0 on a 4.0 scale.
- Achieved a 3.25 grade point average in required social work courses.

A graduate student is eligible for active membership after achieving:

- A minimum of one semester of course work.
- A grade point average of 3.5 on a 4.0 scale.

STUDENTS' COMMITTEE PARTICIPATION

Through the structure of the Student Social Work Association, students may be selected to serve on the University's Graduate Student Senate, on the Department's Community Advisory Board, the Graduate Committee, Diversity and Cultural Life Committee or the Student Advisory Board.

STUDENT AWARDS

Each year graduating MSW students are selected for the special honors of Outstanding Graduate Student and Community Service Award. In addition, all MSW students are invited to nominate field instructors for the Outstanding Field Instructor Award.

PROFESSIONAL SOCIAL WORK ORGANIZATIONS

As a means of acculturation to the profession of social work, all students are encouraged to join social work professional organizations, as student members. For further information and application forms, please contact your faculty advisor.

Key national organizations include:

National Association of Social Workers

750 First Street, NE, Suite 700
Washington DC 20002-4241
1-800-638-8799
<http://www.socialworkers.org>

Key State Organizations include:

National Association of Social Work Ohio Chapter

33 North Third Street, Suite 350
Columbus, Oh 43215
1-614-461-4484
ohnasw@amertich.net
<http://www.naswoh.org>

State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board

50 West Broad Street, Suite 1075
Columbus, Ohio 43215-5919
1-614-466-0912
<http://www.state.oh.us/csw>
The board is responsible for the licensure procedure in Ohio.

The National Association of Social Workers is a professional organization whose primary purpose is to help all social workers improve their practice in the field of helping people.

NASW's four primary functions include promoting the professional development of its members, establishment and maintenance of professional standards for social work practice; professional action to advance sound social policies and programs; and provision of membership services.

Full-time students may join NASW at a reduced rate. This entitles students to voting rights, to receive the monthly NASW News and the monthly journal *Social Work*, and to other member services. The national membership also entitles you to membership in the local program units in Ohio.

***Please note: Each Spring semester, as soon as fall grades have been provided to the program and students have submitted a signed FERPA form, the Department Chair submits an email to the Ohio Counselor, Social Worker and Marriage & Family Therapist Board which lists all Social Work majors scheduled for graduation that May. These students need to provide no further proof of eligibility to the Ohio Clinical License Examination (LISW)—but do have to complete the application process.**

Students who wish to take the licensing examination in West Virginia should contact the MSW Director, who will write an individual letter to the West Virginia licensing board enabling that student to take the exam during the spring semester.

Most other states do not permit students to take the exam prior to graduation, or with proof of graduation other than a post-graduation transcript. It is the student's responsibility to research other state requirements prior to requesting that the Department submit graduation information to them.

STUDENT RECORDS POLICY

Consistent with the Family Educational Rights and Privacy Act of 1974, all of Ohio University's policies and practices governing the collection, maintenance, review, and release of student records will be based upon the principles of confidentiality and your individual right to privacy. The specific policy is detailed at www.ohio.edu/policy/12-020.html.

GRADING:

- Students are required to maintain a B (3.0) GPA.
- A student who receives more than one grade below a B (3.0) OR fails (F) one course in a single semester will be dismissed from the program without a probationary period.
- Students with a GPA of below 3.0 will be considered to be on academic probation, and will be required to develop a plan, in consultation with their advisor and course instructors in the succeeding semester to improve their overall GPA or face dismissal. In addition, receipt of a grade below 3.0 in any course in a sequence prohibits the student from taking the subsequent course in that sequence
- Failure to make such a plan, or failure to raise the GPA in the succeeding semester will result in dismissal from the program.
- With faculty permission, some courses may be retaken if the student remains in the program, but all course grades are calculated into the students' overall GPA.
- **Field is graded Credit (Cr) or Fail (F). A student will be dismissed from the program for a single failing grade in field.**
- Practice courses and fieldwork, in both the foundation and advanced levels, are designed to be taken concurrently. Students who withdraw from, or are unable to proceed in, either the practice or fieldwork sequence, cannot proceed in the other.
- At the close of a session or upon completion of a class, the instructor reports a final grade indicating the quality of a student's work in the class. The University Registrar's deadlines for submitting grades each semester or session must be met. Failure to do so creates problems for students such as loss of employment, scholarships, financial aid, and opportunities for further study. Once grades are submitted to the University Registrar, they are final and cannot be changed unless evidence of an error can be presented, or a formal grade appeal process is completed in accordance with Ohio University's official grade appeal policy (see "Grade Appeals" below). Grade point values are assigned for each semester hour of credit completed according to the

grading system below. **Grades cannot be changed by arranging to complete additional work.**

- The basis for determining a student's scholastic standing is the grade point average (GPA). This average is determined by dividing the total number of grade points earned by the total number of semester hours of credit attempted. For example, if a student earned a C (2.0) and a B (3.0) in each of two three-hour courses, first multiply the number of hours in each course by the grade point value for that grade ($3 \times 2 = 6$ and $3 \times 3 = 9$) and add the grade points for each course together to find the total number of grade points (15). Then add the number of hours attempted ($3 + 3 = 6$) and divide the total number of grade points by the total hours attempted ($15/6 = 2.5$). The student's GPA after completing the two classes would be 2.5. A student's GPA is figured only on credit hours attempted—courses for which the student receives letter grades (A–F), FN (failure, never attended), or FS (failure, stopped attending). FN and FS have the same value as an F. Grades of P (pass) and CR (credit) represent hours earned but are not used to calculate the GPA.
- A course for which a faculty member has assigned a grade will not be removed from the student's academic record without approval of the University Review Panel and the instructor (see Policy 12.050, "Student Class Drops and Withdrawals" and the Faculty Handbook).
- Graduate-level courses (5101 and higher) may not be taken under the pass/fail option. Additionally, graduate courses cannot be retaken to improve a low grade on the first attempt. All grades received are calculated into the graduate grade point average.
- In the Department of Social Work, if a student earns a B- or below no course credit will be given and the course will need to be retaken.

Follow the link for details on general grade information:

<https://www.ohio.edu/registrar/grades>

INDEPENDENT STUDY

Independent Study courses are courses individually designed by a student and faculty member to meet educational needs not met by core curriculum or elective courses in a department. Students must meet with faculty members to negotiate an Independent Study during the semester prior to the semester when it will be taken. No faculty member is ever obligated to offer an Independent Study.

Independent Study courses must incorporate assessments of knowledge in the form of examinations or comprehensive papers. Typically, an Independent Study includes regular meetings with the faculty member, readings and reflections on readings during those meetings and written assignments, and may include projects, community service and other learning activities. Students may be required to develop a course syllabus or bibliography of readings as a first step of the Independent Study process.

Students may fulfill any or all of their elective credits by taking Independent Studies. Like all elective credits, Independent Studies may be taken in any department with any faculty member. Tuition for Independent Study courses is the same per credit cost as a traditional course, and must adhere to the same semester deadlines for grading.

Please note that under-enrollment in any departmental elective may cause it to revert to an Independent Study format. This is the only case in which an existing course can be taught as an Independent Study.

OFFICIAL NOTIFICATIONS FOR STUDENTS

Various state and federal laws require Ohio University to provide information and notice to students on a variety of topics. In addition, Ohio University occasionally develops statements or policies on important matters and distributes them to all students. Below is a listing of official notifications that are currently provided to students.

Notices on these topics are provided via e-mail to all registered students as of the deadline for registration in each academic semester. E-mail is sent to each student's official University e-mail address. These notices are routinely available at the University's Web site at:

www.ohio.edu/notifications.

Further, it is a student's responsibility to know and follow current requirements and procedures at the departmental, college, and University levels, including those described in the University's Undergraduate Catalog, Graduate Catalog, Guide for Residential Living, and University Policy and Procedures. All students are subject to the rules of behavior as outlined in the Student Code of Conduct.

- Student Code of Conduct
- University Regulations Regarding Concealed Gun Law
- Consequences for Involvement in Civil Disturbance

- Graduation/Transfer-Out Rates (Student Right to Know Act of 1990)
- Crime Awareness and Campus Security (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act)
- Drugs and Alcohol (Drug-Free School and Community Act of 1989)
- Convictions for Certain Riot-related and Sexual Assault Offenses (Ohio House Bill 95)
- Campus Disruption (Ohio House Bill 1219)
- Voter Registration (Voter Registration Provision in Higher Education Amendments of 1998)
- Student Privacy (The Family Education Rights and Privacy Act of 1974 or FERPA)
- Copyright Infringement and the Internet
- Emergency Closing of the University
- Statement on Hate-Motivated Behavior
- Statement on Sexual Assault

Questions regarding notifications can be addressed to the Office of the Dean of Students, 345 Baker University Center, 740.593.1800, deanstu@ohio.edu.

GRADUATION AND COMMENCEMENT

You must apply for graduation through the Registrar's Office and pay the graduation fee by the date indicated in the University calendar. Apply for graduation online at www.ohio.edu/registrar. If you fail to meet graduation requirements in that semester, you must reapply for graduation and pay the graduation reapplication fee by the date indicated in the University calendar for the semester in which you will meet graduation requirements. Questions about applying for graduation may be sent to graduation@ohio.edu. You must submit all work to be applied toward meeting degree requirements no later than the last day of classes of the semester in which you expect to graduate. Additional deadlines to be met by students writing theses or dissertations are available in the office of the dean of the college in which you are enrolled.

The annual commencement is held at the close of spring semester. Master's and doctoral degree recipients from the preceding fall and summer semesters are invited to attend, along with spring semester candidates. Doctoral candidates and their faculty escorts are also invited to participate in the hooding ceremony during commencement. Registration details are sent via e-mail each spring prior to the ceremony. All spring doctoral candidates must be approved for graduation by their college dean before they may participate in the hooding ceremony.

Academic attire with appropriate hoods is worn by candidates at the commencement exercises. Details for purchasing academic attire are available on the commencement web page: www.ohio.edu/commencement.

ACADEMIC AND PROFESSIONAL PERFORMANCE REVIEW POLICY

RATIONALE

The purpose of this policy is to establish a process for evaluating inadequate student performance in the Department of Social Work Program at Ohio University, whether in the classroom or in the field practicum, and for determining some form of intervention, in order to maintain minimum acceptable standards of performance in the program and to ensure student success. Within the context of a student facing serious or multiple performance challenges, it is important for the educational team to respond; therefore, progressive steps are set forth below for all phases of the Academic and Professional Performance Review. Within some situations in which students are struggling, problems are identified, and an action plan can be implemented; in more serious situations, dismissal from the program is appropriate. This policy describes how to set the procedures in motion that will achieve a resolution to the problem and also describes a process for student appeal.

STUDENT COMPETENCE IN THE DEPARTMENT OF SOCIAL WORK PROGRAM

Coursework, field performance, and ethical behaviors are critical indicators of a student's readiness to assume professional responsibilities. All students are admitted to the program with the assumption that they have the potential to meet all academic standards, including standards for professional comportment and professional competency.

Academic Competence: The programs within the Department of Social Work are professional. Academic credit for both the core curriculum and the field practicum is given only to students who meet minimally acceptable course requirements, adhere to the field requirements, and conform to the professional and university standards pertaining to ethical behavior and conduct. Furthermore, student social workers are informed on issues of professional comportment early in the program, and these behaviors, therefore, are necessary to attain academic competence in the social work program.

Academic Misconduct: This term refers to dishonesty or deception in fulfilling academic requirements and is a serious infraction of the rules for students at a university. It includes, but is not limited to, cheating, plagiarism, unpermitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one's work, or submitting the same assignment in different courses without the consent of the instructor.

If students are found to be involved in academic misconduct, they may receive a grade penalty for academic misconduct and/or may receive a referral to the University Judiciaries that may subject them to the full range of sanctions such as reprimand, disciplinary probation, suspension, or expulsion from the university. For a full explanation of academic misconduct, refer to the "Ohio University Student Code of Conduct" for the complete regulations published at http://www.ohio.edu/judiciaries/conduct_policy.cfm.

Professional Comportment for Social Workers: Social work is a profession that is based on values and ethics, and reliable and ethical service to humanity is emphasized. While in professional training, students must demonstrate professional conduct, emotional stability, effective relationship skills, and behavior consistent with the values, ethics, and legal responsibilities of the profession. Students are expected to comply with the Code of Ethics of the National Association of Social Workers (NASW) and the Ohio state licensing board's (CSW&MFT Board) code of ethics for social workers. Unprofessional behavior refers to student behaviors that are not consistent with adherence to the above-mentioned codes of ethics, illegal conduct on the part of the student, the inability to consistently form productive relationships within the profession, the inability to maintain consistent supportive emotional responses to clients, or the inability to perform the roles and skills of a social worker at their academic level.

Professional Competence: The social work curriculum is competency based. The course of study is designed to enable the student to develop the ten competencies of social work (CSWE, 2015), along with the related practice behaviors formulated for each program level. These practice behaviors were developed to reflect the knowledge base of the profession, the basic practice skills of a social worker (or advanced skills for the master's program), and ethical and professional conduct.

In order to successfully complete the program, the students are expected to acquire knowledge related to the practice behaviors as well as to demonstrate the practice behaviors at various points in the curriculum. The social work competencies and practice behaviors for this social work program, for the undergraduate, foundation, and advanced clinical programs, are based on those set forth by the Council on Social Work Education (2015) and are included in the field curriculum section of the field manual and are also published in every syllabus for the program

INDICATORS FOR AN ACADEMIC AND PROFESSIONAL PERFORMANCE REVIEW

There are four categories of performance which can lead to an Academic and Professional Performance Review: 1) the student demonstrates lack of competency with completion of academic coursework, or the student's work is below expectations for the course; 2) the student has persistent difficulty with performance in the field practicum and is not meeting the achievement standards set forth in the field manual; 3) the student has difficulty in achieving the various competencies and practice behaviors at the student's program level; or 4) the student displays difficulty conforming to professional habits and ethical behaviors. In general, a student's performance in any of the above categories would be judged under three ratings: below expectations, meeting expectations, or exceeding expectations. When a student's performance is assessed at below expectations in one or more of the four categories, a review will be conducted in accordance with the procedures outlined within this document.

The following list, which is not exhaustive, illustrates some examples of student difficulties that are indicators for initiation of an Academic and Professional Performance Review and,

potentially, for serious consequences:

- Student is unable to perform professional duties due to personal problems.
- Student is rejected by three or more agencies during the placement process for reasons related to appropriateness of behavior or readiness for placement.
- Student has engaged in academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own.
- Student produces coursework or fieldwork that is below expectations.
- Student engages in behavior that is inconsistent with social work professional ethics.
- Student engages in illegal behavior.
- Student is unable to form consistent and trusting collaborative relationships with clients and/or colleagues.
- Student fails to maintain the minimum GPA to remain in the program (for details, refer to undergraduate and graduate handbooks).

PROBLEM IDENTIFICATION

Problem identification occurs when the student, field instructor, field liaison, field education director, faculty advisor, or faculty member notifies the coordinator of the undergraduate or of the graduate program of a concern related to the student's performance. This notification will lead to the selection of members for the Academic and Professional Performance Review Committee and to the committee taking specified steps to explore and define the problem and to assist with resolution. Time guidelines for each step of the review process are suggested, and the review schedule may vary depending on availability of faculty to serve.

FORMING AN ACADEMIC AND PROFESSIONAL PERFORMANCE REVIEW COMMITTEE

- 1) Within five business days (suggested timeline) of problem notification (written or verbal) to the appropriate program coordinator, the student's program coordinator (undergraduate or graduate) will appoint the members of the Academic and Professional Performance Review Committee. The Academic and Professional Performance Review Committee will consist of three members: 1) a field faculty member; 2) the student's advisor; and 3) an additional departmental faculty member. In a case in which the coordinator of the student's respective program is the student's advisor, another faculty member shall be assigned to the committee in their place. The chair of the APPR Committee will be appointed by the student's program coordinator.
- 2) Student Code of Conduct: The student's program coordinator will consult with the Department of Social Work chair and other faculty as necessary to determine whether the situation involves a possible violation of the Student Code of Conduct. In cases in which there might be such a violation, the case will be referred to University Judiciaries, and depending upon the urgency of the situation, the Academic and Professional Performance Review will commence either simultaneously with or following the Judiciary's determination.

- 3) Within five business days (suggested timeline) of appointment by the student's program coordinator, the chair of the Academic and Professional Performance Review Committee will be responsible for calling the committee together to initiate the review process.

PROCEDURES FOR THE ACADEMIC AND PROFESSIONAL PERFORMANCE REVIEW

- 1) Exploration of Concerns: As stated above, the Academic and Professional Performance Review Committee chair will initiate and assemble a meeting to explore any student situations which have developed relative to the above four indicators and will identify any problems that need to be addressed that are below the program's expectations. Using data collection and interviewing of the academic team, the committee seeks to detect all emerging problems as soon as possible in order that corrective measures may be identified that would assist the student in meeting the expectations of the program.
- 2) Student Input Relative to Fact Finding: During the fact-finding phase, the student is notified in writing by the chair of the Academic and Professional Performance Review Committee that the committee has convened and has concerns pertaining to the student. The committee would request that the student meet with the committee to provide their clarification on the performance issues which are under consideration. Suggested timeline for the fact-finding phase is ten business days.
- 3) Recommendation and/ Or Proposed Action Plan: Following the fact-finding phase, if the student's performance is evaluated as deficient (below expectations), the committee determines what, if any, course of action could bring the student's performance into compliance with program and professional standards. Typically, an action plan may be developed which would outline specific steps for the student or others to take as part of a remedial strategy. The APPR Committee will complete a recommendation which would include an action plan. The action plan contains actions to be taken to solve the problems, a timetable for completion of each action, and a date and method for re-evaluation of the student's performance. This recommendation and plan shall be communicated to the student's program coordinator within three business days (suggested timeline) of the conclusion of the fact-finding phase.
- 4) Immediate Removal from the Program: In some cases, developing a corrective action plan is not appropriate. The student's behavior may be so serious or may pose a threat to clients such that the committee may recommend immediate removal from the program until a formal performance review can occur.

UNDERGRADUATE OR GRADUATE COORDINATOR'S DECISION AND NOTIFICATION:

After considering the APPR Committee's recommendations, the student's respective program coordinator will make their final decision and will notify the student in writing (suggested

timeline is two business days).

INITIATING AN APPEALS PROCESS:

- 1) The student has five business days to appeal their program coordinator's decision through a petition for reconsideration. The petition will be submitted to the coordinator of the undergraduate program in the case of graduate students and to the coordinator of the graduate program in the case of undergraduate students, who will be responsible for notifying the Department of Social Work chair of the appeal.
- 2) The petition should be presented in writing and address two major points: 1) any extenuating circumstances that contributed to the poor performance should be identified; and 2) steps that the student plans to take to address these circumstances or improve their performance should be outlined.
- 3) Within five business days (suggested timeline) of receiving the petition for reconsideration, the Department of Social Work chair will call the program's Appeals Committee to order. The Appeals Committee will consist of one Group I non-social work faculty member of the Department of Social and Public Health, one social work faculty member from a regional campus (different from the student's campus), and one social work faculty member from the student's own campus who was not involved in the previous deliberations. The chair of this committee will be assigned by the Department of Social Work chair.

CONVENING AN APPEALS HEARING

- 1) Within five days (suggested timeline) after the Appeals Committee has been established, the committee chair will set a date for a hearing.
- 2) Giving at least one week's advance notice, the Appeals Committee chair will inform the student, the student's advisor, a field faculty member, and the Appeals Committee members of the time and place of the hearing.
- 3) All committee members, the student's advisor, and the field faculty member must be present at the appeals hearing.

ROLE OF THE ADVISOR RELATED TO THE APPEALS HEARING

- 1) The student's advisor will present brief background information about the student and provide their assessment of the student's overall performance.
- 2) The advisor will also make recommendations intended to resolve the student's performance problems.

PHASES OF THE APPEALS HEARING

- 1) Fact-Finding Phase of the Hearing
 - a) The student may attend during the fact-finding part of the meeting and may present information to the committee at that time.
 - b) The student may ask up to two persons who are knowledgeable about their performance to present information to the committee as well.
 - c) The student and their advocates must leave the meeting when the committee is ready to begin deliberations.
 - d) Other faculty can also contribute information about the student's performance and may participate or submit written statements supporting the student's reinstatement or dismissal.

- 2) Deliberation and Action Phase of the Hearing
 - a) Only the committee members, the student's advisor, and the field faculty representative will be present. The advisor and the field faculty representative will be present for informational purposes only and do not have a vote.
 - b) The committee will reach one of three possible recommendations by majority vote:
 - i) To validate the program coordinator's original decision as communicated to the student;
 - ii) To develop a decision and an action plan for the student's completion in order to resolve the performance problem enabling the student to remain in the program; or
 - iii) To dismiss the student from the program.
 - c) Within five business days (suggested timeline) after the appeals hearing, the Appeals Committee, via the chair of that committee, will prepare a written recommendation for submission to the Department of Social Work chair, which will include a statement describing the performance problem, a summary of the facts as they were presented to the committee, a description of the committee's recommendation, and the rationale supporting that recommendation.

DEPARTMENT OF SOCIAL WORK CHAIR DECISION AND NOTIFICATION

- 1) In rendering a decision, the Department of Social Work chair may accept, reject, or modify the recommendation of the Appeals Committee.

- 2) Within two business days (suggested timeline), the Department of Social Work chair will send their decision in writing to the student, the student's advisor, the field education director, and the Appeals Committee members.

- 3) If the Department of Social Work chair is also the student's program director, the appeals decision will be made by the Dean or designee of the College of Health Sciences and Professions. A student may appeal a grade through the chairperson of the department to the dean of the college, provided that a concerted effort was made by the student to resolve the matter with the instructor. The burden of proof

for a grade change is on the student, except in those cases involving charges of academic dishonesty. If the dean concludes that the student has insufficient grounds for an appeal, there can be no further appeal by the student. If the dean concludes that sufficient grounds do exist for an appeal, the dean shall appoint a faculty committee of five members, including the chairperson of the department or director of the school in question, to consider the case. If a majority on the committee decide that the grade should be changed and the instructor does not accept the recommendation, the committee can authorize the registrar to change the grade. The decision of the committee is not subject to further appeal. In appeal cases in which the chairperson is the instructor, the dean is authorized to appoint an alternative member from the same department to the committee; if the dean is the instructor, the role of dean will be assumed by the provost. In appeal cases involving courses taught by faculty from more than one college, the dean of University College will review the appeal and, if necessary, appoint the appeals committee. In these cases, the appeals committee shall include the additional chairperson(s). In unusual circumstances (e.g., death, incapacity, or indefinite accessibility of the instructor), the departmental chairperson is responsible for the final grade, subject to appeal by the student to the dean as described in this section.

Complete information on the rights and responsibilities of students and faculty relative to grade appeals is available at the Office of the Ombudsman, Baker University Center 501, 740.593.2627. The office can also assist you with understanding the grade appeals process or in preparing a grade appeal(s). The office will be of greatest assistance if you make contact early in the process.

- 4) A copy of the decision will be placed in the student's file.

CONFIDENTIALITY OF THE ACADEMIC AND PROFESSIONAL PERFORMANCE REVIEW

- 1) All procedures related to the performance review must be carried out in a manner that protects the student's right to privacy related to information about their academic records and performance.
- 2) The student has the right to review all written information that is presented to the committee.
- 3) Actions of the APPR Committee and the Appeals Committee are to remain confidential and are to be shared only with those persons who are affiliated with the program and institution and are involved in an educational capacity, including possible communication with University Judiciaries if warranted.

References:

Council on Social Work Education. (2015). *CSWE educational policy and accreditation standards*.

Retrieved from [https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015EPAS_Web_FINAL-\(1\).pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015EPAS_Web_FINAL-(1).pdf.aspx)

Council on Social Work Education. (2017). CSWE advanced social work practice in clinical social work.

Retrieved from <https://enc.edu/app/uploads/2017/11/CSWE-Advanced-Social-Work-in-Clinical-SW.pdf>

STUDENT GRIEVANCE POLICY

The Academic and Professional Performance Review Policy has established procedures for reviewing concerns that may exist between faculty and students. The Student Grievance Policy will follow an analogous process for any student-initiated grievance. Students may initiate a grievance if they perceive the faculty member has unfairly or unjustly treated the student and/or if a classroom or programmatic policy has been unfairly applied to a student. The initiating of a grievance by a student will automatically cause the formation of an Academic and Professional Review Committee (APPRC) as described in the previous section.

PROBLEM IDENTIFICATION

Problem identification occurs when the student, field instructor, field liaison, field education director, faculty advisor, or faculty member notifies the director of the undergraduate or of the graduate program of a concern related to the student's performance. This notification will lead to the selection of members for the Academic and Professional Performance Review Committee and to the committee taking specified steps to explore and define the problem and to assist with resolution. Time guidelines for each step of the review process are suggested, and the review schedule may vary depending on availability of faculty to serve.

FORMING AN ACADEMIC REVIEW COMMITTEE

- Within five business days (suggested timeline) of problem notification (written or verbal) to the appropriate program director, the student's program coordinator (undergraduate or graduate) will appoint the members of the Academic and Professional Performance Review Committee. The Academic and Professional Performance Review Committee will consist of three members: 1) a field faculty member; 2) the student's advisor; and 3) an additional departmental faculty member. In a case in which the director of the student's respective program is the student's advisor, another faculty member shall be assigned to the committee in their place. The chair of the APPR Committee will be appointed by the student's program director.
- Student Code of Conduct: The student's program director will consult with the Department of Social Work chair and other faculty as necessary to determine whether the situation involves a possible violation of the Student Code of Conduct. In cases in which there might be such a violation, the case will be referred to University Judiciaries, and depending upon the urgency of the situation, the Academic and Professional

Performance Review will commence either simultaneously with or following the Judiciary's determination.

- Within five business days (suggested timeline) of appointment by the student's program director, the chair of the Academic and Professional Performance Review Committee will be responsible for calling the committee together to initiate the review process.

PROCEDURES FOR THE ACADEMIC PERFORMANCE REVIEW

- Exploration of Concerns: As stated above, the Academic and Professional Performance Review Committee chair will initiate and assemble a meeting to explore any student situations which have developed relative to the above four indicators and will identify any problems that need to be addressed that are below the department's expectations. Using data collection and interviewing of the academic team, the committee seeks to detect all emerging problems as soon as possible in order that corrective measures may be identified that would assist the student in meeting the expectations of the Department of Social Work.
- Student Input Relative to Fact Finding: During the fact-finding phase, the student is notified in writing by the chair of the Academic and Professional Performance Review Committee that the committee has convened and has concerns pertaining to the student. The committee would request that the student meet with the committee to provide their clarification on the performance issues which are under consideration. Suggested timeline for the fact-finding phase is ten business days.
- Recommendation and/ Or Proposed Action Plan: Following the fact-finding phase, if the student's performance is evaluated as deficient (below expectations), the committee determines what, if any, course of action could bring the student's performance into compliance with department and professional standards. Typically, an action plan may be developed which would outline specific steps for the student or others to take as part of a remedial strategy. The APPR Committee will complete a recommendation which would include an action plan. The action plan contains actions to be taken to solve the problems, a timetable for completion of each action, and a date and method for re-evaluation of the student's performance. This recommendation and plan shall be communicated to the Department Chair within three business days (suggested timeline) of the conclusion of the fact-finding phase.
- Immediate Removal from the Program: In some cases, developing a corrective plan is not appropriate. The student's behavior may be so serious or may pose a threat to clients such that the committee may recommend immediate removal from the program until a formal performance review can occur.

GRADUATE DIRECTOR'S DECISION AND NOTIFICATION

After considering the APPR Committee's recommendations, the student's respective program director will make their final decision and will notify the student in writing (suggested timeline is two business days).

INITIATING AN APPEALS PROCESS

- The student has five business days to appeal their Department Chair's decision through a petition for reconsideration. The petition will be submitted to the director of the undergraduate program in the case of graduate students and to the director of the graduate program in the case of undergraduate students, who will be responsible for notifying the Social Work Department Chair of the appeal.
- The petition should be presented in writing and address two major points: 1) any extenuating circumstances that contributed to the poor performance should be identified; and 2) steps that the student plans to take to address these circumstances or improve their performance should be outlined.
- Within five business days (suggested timeline) of receiving the petition for reconsideration, the Department of Social Work chair will call the program's Appeals Committee to order. The Appeals Committee will consist of one Group I non-social work faculty member of the Department of Social and Public Health, one social work faculty member from a regional campus (different from the student's campus), and one social work faculty member from the student's own campus who was not involved in the previous deliberations. The chair of this committee will be assigned by the Department of Social Work chair.

CONVENING AN APPEALS HEARING

- Within five days (suggested timeline) after the Appeals Committee has been established, the committee chair will set a date for a hearing.
- Giving at least one week's advance notice, the Appeals Committee chair will inform the student, the student's advisor, a field faculty member, and the Appeals Committee members of the time and place of the hearing.
- All committee members, the student's advisor, and the field faculty member must be present at the appeals hearing.

ROLE OF THE ADVISOR RELATED TO THE APPEALS HEARING

- The student's advisor will present brief background information about the student and provide their assessment of the student's overall performance.

- The advisor will also make recommendations intended to resolve the student's performance problems.

PHASES OF THE APPEALS HEARING

- Fact-Finding Phase of the Hearing
 - The student may attend during the fact-finding part of the meeting and may present information to the committee at that time.
 - The student may ask up to two persons who are knowledgeable about their performance to present information to the committee as well.
 - The student and their advocates must leave the meeting when the committee is ready to begin deliberations.
 - Other faculty can also contribute information about the student's performance and may participate or submit written statements supporting the student's reinstatement or dismissal.
- Deliberation and Action Phase of the Hearing
 - Only the committee members, the student's advisor, and the field faculty representative will be present. The advisor and the field faculty representative will be present for informational purposes only and do not have a vote.
 - The committee will reach one of three possible recommendations by majority vote:
 - To validate the Department Chair's original decision as communicated to the student;
 - To develop a decision and an action plan for the student's completion in order to resolve the performance problem enabling the student to remain in the program; or
 - To dismiss the student from the program.
- Within five business days (suggested timeline) after the appeals hearing, the Appeals Committee, via the chair of that committee, will prepare a written recommendation for submission to the Department of Social Work chair, which will include a statement describing the performance problem, a summary of the facts as they were presented to the committee, a description of the committee's recommendation, and the rationale supporting that recommendation.

DEPARTMENT OF SOCIAL WORK CHAIR'S DECISION AND NOTIFICATION

- In rendering a decision, the Department of Social Work chair may accept, reject, or modify the recommendation of the Appeals Committee.
- Within two business days (suggested timeline), the Department of Social Work chair will send their decision in writing to the student, the student's advisor, the field education director, and the Appeals Committee members.

- If the Department of Social Work chair is also the student's program director, the appeals decision will be made by the Dean or designee of College of Health Sciences and Professions. A student may appeal a grade through the chairperson of the department to the dean of the college, provided that a concerted effort was made by the student to resolve the matter with the instructor. The burden of proof for a grade change is on the student, except in those cases involving charges of academic dishonesty. If the dean concludes that the student has insufficient grounds for an appeal, there can be no further appeal by the student. If the dean concludes that sufficient grounds do exist for an appeal, the dean shall appoint a faculty committee of five members, including the chairperson of the department or director of the school in question, to consider the case. If a majority on the committee decide that the grade should be changed and the instructor does not accept the recommendation, the committee can authorize the registrar to change the grade. The decision of the committee is not subject to further appeal. In appeal cases in which the chairperson is the instructor, the dean is authorized to appoint an alternative member from the same department to the committee; if the dean is the instructor, the role of dean will be assumed by the provost. In appeal cases involving courses taught by faculty from more than one college, the dean of University College will review the appeal and, if necessary, appoint the appeals committee. In these cases, the appeals committee shall include the additional chairperson(s). In unusual circumstances (e.g., death, incapacity, or indefinite accessibility of the instructor), the departmental chairperson is responsible for the final grade, subject to appeal by the student to the dean as described in this section.

Complete information on the rights and responsibilities of students and faculty relative to grade appeals is available at the Office of the Ombudsman, Baker University Center 501, 593.2627. The office can also assist you with understanding the grade appeals process or in preparing a grade appeal(s). The office will be of greatest assistance if you make contact early in the process.

- A copy of the decision will be placed in the student's file.

CONFIDENTIALITY OF THE ACADEMIC PERFORMANCE REVIEW

- All procedures related to the performance review must be carried out in a manner that protects the student's right to privacy related to information about their academic records and performance.
- The student has the right to review all written information that is presented to the committee.
- Actions of the APPR Committee and the Appeals Committee are to remain confidential and are to be shared only with those persons who are affiliated with the department and institution and are involved in an educational capacity, including possible communication with University Judiciaries if warranted.

REMAINING UNRESOLVED CONCERNS

If a student's concern is not resolved through the aforementioned process, the student is welcome to engage the University process for filing a grievance. The University process can be found at:

http://www.ohio.edu/students/handbook/policies/index.cfm#CP_JUMP_323433

ACADEMIC MISCONDUCT

The Student Code of Conduct (www.ohio.edu/communitystandards) prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty or deception in fulfilling academic requirements. Academic misconduct includes:

- Cheating
- Plagiarism
- Unpermitted collaboration
- Forged attendance (when attendance is required)
- Fabrication (e.g., use of invented information or falsification of research or other findings)
- Using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time)
- Knowingly permitting another student to plagiarize or cheat from one's work
- Submitting the same assignment in a different course without consent of the instructor

Note: An instructor may impose a grade penalty for academic misconduct and/or file a student conduct referral.

In cases of academic misconduct, a faculty member has the authority to administer a failing grade. If an instructor who has accused you of plagiarism lowers your course grade, you may appeal this grade first through the instructor, then the department chair or school director, and then the dean of your college. In cases of academic misconduct both the student and teacher must document their allegations and refutations in writing, including any supporting material (e.g. copies of the student's work, copies of other materials used but not referenced in the student's work, etc.) relevant to the case. Such written evidence will be reviewed in accordance with the grade appeal process followed by the college or unit.

The faculty member also has the discretion to refer your case to the director of the Office of Community Standards and Student Responsibility. A student or student organization found to have violated the academic misconduct offense will be subject to the full range of sanctions including reprimand, disciplinary probation, suspension, or expulsion from Ohio University.

Please note that the Office of Community Standards and Student Responsibility does not have the authority to modify a grade given by a faculty member.

If you wish to appeal the decision of the Office of Community Standards and Student Responsibility, such as suspension or expulsion, you can take the matter to the university appeal board. Details of Appeal procedures are included in the Student Code of Conduct online at www.ohio.edu/communitystandards.

Further information on academic misconduct is available from the Office of Community Standards and Student Responsibility.

DEGREE REVOCATION

Academic honesty is a core value of Ohio University. Degrees awarded may be revoked by the President of Ohio University in accordance with Ohio University's policies and procedures.

INTELLECTUAL PROPERTY POLICY

The University intellectual property policy is defined by Ohio University Policy and Procedure 17.001. In accordance with state law (Section 3345.44, Ohio Revised Code), patentable inventions created by Ohio University faculty, staff, and students are the property of the University if the work was supported by University funds or performed in University controlled facilities. Computer software and databases are the property of the University if created as part of University-assigned duties. The policy provides for a generous sharing of any royalties among the inventors and the relevant University units, departments, and colleges. Students are encouraged to read the complete policy and procedures on the Web at www.ohio.edu/policy/17-001.html or contact the Technology Transfer Office, 20 E. Circle Drive, Suite 190, telephone 740.593.1818

HARASSMENT POLICY

Harassment of students, staff, or faculty is not acceptable behavior at Ohio University. No male or female member of the Ohio University community including faculty, contract staff, classified staff, and students may harass any other member of the community. Many forms of harassment are discrimination under Title VII of the Civil Rights Act of 1964 and thereby illegal under law as well as a violation of Ohio University policy. Ohio University is committed to maintaining an environment in which every individual can work, study, and live without being harassed. Harassment may lead to sanctions up to and including termination of employment or student status.

Harassment is any conduct that has the intent or effect of unreasonably interfering with an individual's or group's educational, living, or work environment. Harassment includes conduct relating to race, color, gender, disability, religion, sexual orientation, age, national origin, or veteran status.

In addition, sexual harassment includes unwanted advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- 1) Submission to such conduct is made either explicitly or implicitly a term or condition of employment or of a student's status in a course, program, or activity.
- 2) Submission to or rejection of such conduct is used as the basis for decisions affecting the individual.

3) Such conduct has the purpose or effect of unreasonably interfering with the individual's work, performance, or educational experience or creating an intimidating, hostile, or offensive environment for work or learning.

Nonsexual verbal or physical conduct that denigrates or shows hostility toward another because of the person's gender can be the basis for a hostile, offensive, or intimidating environment claim. Gender-based conduct can take the form of abusive written or graphic material; epithets; sexist slurs; negative stereotyping; jokes; or threatening, intimidating, or hostile acts.

All Ohio University employees and students are responsible for compliance with this policy. All University supervisory personnel have an affirmative responsibility to discourage and eliminate conduct inconsistent with this policy. Complaints can be received and investigated only by employees who have been authorized by the institution. Any individual who is not authorized but is approached about concerns or complaints regarding harassment **must** direct the complainant to an authorized employee. Because of their positions or the nature of their work, the following individuals, or their designees, shall be authorized to receive and investigate inquiries and complaints: representatives from the Office for Institutional Equity, University Judiciaries, Legal Affairs, Ombuds, and Human Resources. When authorized employees are contacted with a complaint, they must consult with the Office for Institutional Equity.

Please follow the link for the full policy:

<https://www.ohio.edu/policy/03-004>