School of Social Work

MSW Student Handbook

Fall 2015
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Mission of the School of Social Work

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

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

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

MSW Program Focus

The focus of the East Carolina University Master of Social Work Program is to prepare students to engage in a Clinical-Community practice model from a Relational perspective.

Clinical-Community Practice

The clinical-community practice model adopted by the MSW faculty is, as the name implies, first and foremost a practice model. The program’s emphasis is on giving graduates the knowledge and capacities to engage in professional social work practice in a number of fields of practice. Clinical social work is work conducted to help individuals, families and small groups change in identified ways. Community social work is work focused on change at the level of community. The clinical-community focus at ECU MSW is based on the observation that to engage in exceptional clinical social work a person must be able to understand and work with community factors. To be an outstanding community social worker a person must be able to work successfully with the individuals who represent community members and/or make decisions and exercise authority on the community level. As our aim is to prepare graduates for the highest level of professional practice possible, we promote the growth of knowledge in both of these arenas.
The Relational Perspective

One of the six core values embraced by the National Association of Social Workers and articulated in their Code of Ethics is the importance of human relationships. Our students learn to focus on how social support systems can contribute or diminish quality of life. Our students assess the relative health of social networks and learn how to create, strengthen or change social networks to help individuals, families, and communities.

The ECU MSW program recognizes that the importance of human relationship extends to the centrality of the relationship between the client or client-system and the professional social worker. The program has a robust emphasis on teaching students how to conduct themselves as professionals who are responsible for creating a strong working alliance. The program also helps students understand that the way the professional relates to the individuals with whom s/he is working has important implications for the helping process.

MSW Program Goals

1) To prepare students for advanced professional clinical-community practice from a relational perspective based on a social work foundation.

2) To prepare professionals who apply critical thinking and innovation to service delivery.

3) To prepare students for practice that demonstrates a commitment to economic and social justice, the advancement of human well-being, and the celebration of human differences.

4) To prepare professional practitioners to use and develop knowledge relative to the social work profession.

5) Assess, formulate, and advocate for social policies from a relational perspective in the context of clinical community practice.

6) Apply strategies of advocacy and social change to confront oppression and to mitigate the effects of social and economic injustice from local to global settings.
The objectives of the MSW program are consistent with the Council on Social Work Education’s (CSWE) ten core competencies and practice behaviors.

Foundation Year Competencies and Practice Behaviors

<table>
<thead>
<tr>
<th>Competency</th>
<th>Generalist Practice Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1. Advocate for client access to the services of social work. 2. Practice personal reflection and self-correction to assure continual professional development 3. Attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication. 5. Demonstrate the capacity for career-long learning. 6. Use supervision and consultation.</td>
</tr>
<tr>
<td>EP 2.1.2 Apply social work ethical principles to guide professional practice.</td>
<td>7. Recognize and manage personal values in a way that allows professional values to guide practice. 8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. 9. Tolerate ambiguity in resolving ethical conflicts. 10. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
</tr>
<tr>
<td>EP 2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
<td>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. 12. Analyze models of assessment, prevention, intervention, and evaluation. 13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
</tr>
<tr>
<td>EP 2.1.4 Engage diversity and difference in practice.</td>
<td>14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, create, or enhance privilege and power. 15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 16. Recognize and communicate their understanding of the importance of difference in shaping life experience. 17. View themselves and learners and engage those with whom they work as informants.</td>
</tr>
<tr>
<td>Competency</td>
<td>Generalist Practice Behavior</td>
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<tr>
<td>----------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>22. Use research evidence to inform practice.</td>
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<tr>
<td>EP 2.1.7 Apply knowledge of human behavior and the social environment.</td>
<td>23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
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<td></td>
<td>24. Critique and apply knowledge to understand person and environment.</td>
</tr>
<tr>
<td>EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>25. Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<tr>
<td></td>
<td>26. Collaborate with colleagues and clients for effective policy action.</td>
</tr>
<tr>
<td>EP 2.1.9 Respond to contexts that shape practice.</td>
<td>27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<tr>
<td></td>
<td>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<tr>
<td>EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
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</tr>
<tr>
<td>a) Engagement</td>
<td>29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td></td>
<td>30. Use empathy and other interpersonal skills.</td>
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<td></td>
<td>31. Develop a mutually agreed-on focus of work and desired outcomes.</td>
</tr>
<tr>
<td>b) Assessment</td>
<td>32. Collect, organize, and interpret client data.</td>
</tr>
<tr>
<td></td>
<td>33. Assess client strengths and limitations.</td>
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<td></td>
<td>34. Develop mutually agreed-on intervention goals and objectives</td>
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<td></td>
<td>35. Select appropriate intervention strategies.</td>
</tr>
<tr>
<td>c) Intervention</td>
<td>36. Initiate actions to achieve organizational goals.</td>
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<td></td>
<td>37. Implement prevention interventions that enhance client capacities.</td>
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<td></td>
<td>38. Help clients resolve problems.</td>
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<td></td>
<td>39. Negotiate, mediate, and advocate for clients.</td>
</tr>
<tr>
<td></td>
<td>40. Facilitate transitions and endings.</td>
</tr>
<tr>
<td>d) Evaluation</td>
<td>41. Social workers critically analyze, monitor, and evaluate interventions.</td>
</tr>
</tbody>
</table>
## Advanced Year Competencies and Practice Behaviors

<table>
<thead>
<tr>
<th>Advanced MSW Competencies</th>
<th>Advanced MSW Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EP 2.2.1:</strong> Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1. Demonstrate the ability to maintain appropriate professional client-centered relationships with individuals and larger networks.</td>
</tr>
<tr>
<td><strong>EP 2.2.2:</strong> Apply social work ethical principles to guide professional practice.</td>
<td>2. Within the ethical framework of the social work profession, identify and use knowledge of relationship dynamics, including power differentials.</td>
</tr>
<tr>
<td><strong>EP 2.1.3:</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>3. Apply critical thinking to inform professional judgment in creating, maintaining, and repairing the working alliance with clients and or representatives of client systems.</td>
</tr>
<tr>
<td><strong>EP 2.2.4:</strong> Engage diversity and difference in practice.</td>
<td>4. Demonstrate an understanding of how diverse community contexts shape individuals, and how individuals shape their communities.</td>
</tr>
<tr>
<td><strong>EP 2.2.5:</strong> Advance human rights, social justice, and economic justice.</td>
<td>5. Apply a CCRP formulation of human rights, social justice, and economic justice to a community development model.</td>
</tr>
<tr>
<td><strong>EP 2.2.6:</strong> Engage in research-informed practice and practice-informed research.</td>
<td>6. Use multiple forms of research to inform clinical practice.</td>
</tr>
<tr>
<td><strong>EP 2.2.7:</strong> Apply knowledge of human behavior and the social environment.</td>
<td>7. Integrate and critically apply theories of human behavior and the social environment to guide clinical-community practice.</td>
</tr>
<tr>
<td><strong>EP 2.2.8:</strong> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>8. Identify a policy and formulate an alternative that could improve service delivery and advance social and economic well-being.</td>
</tr>
<tr>
<td><strong>EP 2.2.9:</strong> Respond to contexts that shape practice.</td>
<td>9. Anticipate, evaluate, and respond to dynamic social contexts to propose sustainable systems</td>
</tr>
<tr>
<td><strong>Advanced MSW Competencies</strong></td>
<td><strong>Advanced MSW Practice Behaviors</strong></td>
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<td></td>
<td>change.</td>
</tr>
<tr>
<td><strong>EP 2.2.10:</strong> Engage with individuals, families, groups, organizations, and communities.</td>
<td>10. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten therapeutic relationships.</td>
</tr>
<tr>
<td><strong>EP 2.2.11:</strong> Assess individuals, families, groups, organizations, and communities.</td>
<td>11. Use the professional relationship to assess the fit of intervention strategies to client needs.</td>
</tr>
<tr>
<td><strong>EP 2.2.12:</strong> Intervene with individuals, families, groups, organizations, and communities.</td>
<td>12. Demonstrate the ability to develop and apply integrative interventions from various theoretical perspectives.</td>
</tr>
<tr>
<td><strong>EP 2.2.13:</strong> Evaluate the effectiveness of interventions with individuals, families, groups, organizations, and communities.</td>
<td>13. Use objective and intersubjective information to evaluate treatment effectiveness.</td>
</tr>
</tbody>
</table>
MSW CURRICULUM

The curriculum of the Master of Social Work program has been developed in accordance with the policies and guidelines provided by the Council on Social Work Education (CSWE). Due to the sequential nature of graduate professional education in social work, students follow a prescribed course of study according to a set timeline.

The School offers two curriculum options: Traditional Program and Advanced Standing

TRADITIONAL PROGRAM

The School of Social Work offers a 60-hour Master of Social Work degree. With the exception of advanced standing students, all students are required to successfully complete a sequenced set of foundation courses.

Foundation Year

The foundation year of the MSW program is built on a liberal arts perspective and is comprised of courses addressing four interrelated areas: practice, policy, research, and human behavior. The foundation year includes a one semester field practicum course. Students are provided with an opportunity to understand generalist practice and begin to integrate theory with their experiences in their field practicum course. Relational Perspective to the profession, critical thinking, and problem solving are emphasized throughout the first year. Students gain knowledge about policy perspectives needed to understand social justice.

Courses to be completed in the Foundation Year:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 5001</td>
<td>Human Behavior and Social Environment for the Human Service Professions</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 5900</td>
<td>Foundations of Social Work and Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 5910</td>
<td>Foundation Skills in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6110</td>
<td>Social Work Practice; Interpersonal Foundations</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6111</td>
<td>Social Work Practice; Community Foundations</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6701</td>
<td>Psychopathology: Social Work Perspectives on Mental Health and Substance Abuse Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6702</td>
<td>Social Work’s Response to Human Differences</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6711</td>
<td>Critical Thinking in Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6940</td>
<td>Field Instruction I</td>
<td>6</td>
</tr>
</tbody>
</table>

The second year of the regular-track program, generally referred to as the advanced year, builds upon the foundation year and provides more thorough knowledge of complex policies, practice skills, evaluation skills, human behavior and the social environment, and an advanced field practicum. While the foundation curriculum introduces Clinical-Community Social Work, the advanced curriculum enhances the students’ understanding of the perspective and further develops their skills for practice. In addition to required courses students will complete 9 semester hours of electives.
Courses to be completed in the Advanced Year

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 6140</td>
<td>Advanced Practice: Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6141</td>
<td>Advanced Practice: Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6550</td>
<td>Integrative Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6950</td>
<td>Field Instruction II</td>
<td>6</td>
</tr>
<tr>
<td>SOCW 6960</td>
<td>Field Instruction III</td>
<td>6</td>
</tr>
<tr>
<td>SOCW ELEC</td>
<td>Elective – See Graduate Catalog</td>
<td>3</td>
</tr>
<tr>
<td>SOCW ELEC</td>
<td>Elective – See Graduate Catalog</td>
<td>3</td>
</tr>
<tr>
<td>SOCW ELEC</td>
<td>Elective – See Graduate Catalog</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives** Students will take three electives during their course of study. Typically the student will take one elective in the fall semester of the advanced year, and two electives during the spring semester of the advanced year. The electives may be taken as requirements for a certificate or to deepen students’ knowledge in an area of interest. Classes taught outside of the ECU School of Social Work (SoSWS) may be taken to fulfill the elective requirement, with the consent of the instructor and the MSW program Director.

**ADVANCED STANDING**

Persons with a Bachelor of Social Work (BSW) degree from a CSWE accredited program are eligible to apply for Advanced Standing. In order to qualify for Advanced Standing, an applicant must have received his or her Bachelor of Social Work degree no more than 7 academic years prior to enrollment in the MSW program. Candidates accepted into the Advanced Standing program will be granted credit for 18-semester hours of the regular 60-hour program. Such students are assumed to have mastered the fundamentals and have demonstrated the ability to engage in an accelerated learning program.

The Advanced Standing Program begins in early May. During the summer, advanced standing students attend two three-hour classes per day, Tuesdays Wednesdays and Thursdays. Students take the following courses during the summer:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 6100</td>
<td>Social Work Practice: Interpersonal Foundations</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6111</td>
<td>Social Work Practice: Community Foundations</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6701</td>
<td>Psychopathology: Social Work Perspectives on Mental Health and Substance Abuse Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 6711</td>
<td>Critical Thinking in Social Work Research</td>
<td>3</td>
</tr>
</tbody>
</table>

These courses give the student content required for the advanced year as well as orient students to Clinical-Community Social Work from a Relational Perspective.
PART-TIME OPTIONS

Both the traditional program and the advanced standing are offered as part-time options. The part-time option is usually completed over the course of three years. Courses meet on Saturdays from 9:00 a.m. to 4:00 p.m. Course matriculation for both programs are as follows:

<table>
<thead>
<tr>
<th></th>
<th>TRADITIONAL PROGRAM</th>
<th>ADVANCED STANDING PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 1st year</strong></td>
<td>SOCW 5900 Foundations of Social Work and Social Welfare</td>
<td></td>
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<tr>
<td></td>
<td>SOCW 5001 Human Behavior &amp; Social Environment for the Human Service Professions</td>
<td></td>
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<tr>
<td><strong>Fall 1st year</strong></td>
<td>SOCW 6702 Social Work’s Response to Human Differences</td>
<td>SOCW 6711 Critical Thinking in Social Work Research</td>
</tr>
<tr>
<td></td>
<td>SOCW 6711 Critical Thinking in Social Work Research</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 1st year</strong></td>
<td>SOCW 6701 Psychopathology: Social Work Perspectives on Mental Health and Substance Abuse Disorders</td>
<td>SOCW 6701 Psychopathology: Social Work Perspectives on Mental Health and Substance Abuse Disorders</td>
</tr>
<tr>
<td></td>
<td>SOCW 6110 Social Work Practice: Interpersonal Foundations</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 2nd year</strong></td>
<td>SOCW 5910 Foundation Skills in Social Work Practice</td>
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</tr>
<tr>
<td></td>
<td>SOCW 6111 Social Work Practice: Community Foundations</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2nd year</strong></td>
<td>SOCW 6140 Advanced Practice: Individuals &amp; Families</td>
<td>SOCW 6940 Field Instruction I</td>
</tr>
<tr>
<td></td>
<td>SOCW 6940 Field Instruction I</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2nd year</strong></td>
<td>SOCW 6141 Advanced Practice: Community Partnerships</td>
<td>SOCW 6141 Advanced Practice: Community Partnerships</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td><strong>Summer 3rd year</strong></td>
<td>ELECTIVE</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td><strong>Fall 3rd year</strong></td>
<td>SOCW 6950 Field Instruction II</td>
<td>SOCW 6950 Field Instruction II</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td><strong>Spring 2nd year</strong></td>
<td>SOCW 6960 Field Instruction III</td>
<td>SOCW 6960 Field Instruction III</td>
</tr>
<tr>
<td></td>
<td>SOCW 6550 Integrative Seminar or/ELECTIVE</td>
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</tr>
</tbody>
</table>
Once a student is admitted into a part-time program i.e. Greenville, New Bern or Rocky Mount, the student is expected to complete all coursework in the sequence specified for that location. Moving between program locations is not recommended. Taking a course in a different location requires prior approval of the course instructor, the academic advisor, and the program director.
ACADEMIC POLICIES

Admissions

Faculty members who teach in the MSW program are involved in the admissions process. These faculty members review admissions packets and make recommendations regarding whether the applicant should be offered a letter of admission. When there is disagreement regarding a packet, the Admissions and Retention (A&R) committee will make the final determination.

The A&R committee will formulate admission guidelines on a yearly basis. These guidelines will be dependent upon the number of applicants and the needs of the school. The guidelines are formulated to ensure that the best qualified applicants are offered admission.

Academic Advisement

Communication and information are necessary for successful Advisement progress towards earning the MSW. Advisers are responsible for academic advising, career development, monitoring a student’s progress in the program, providing information regarding potential field practicum placements, and problem solving. Students should seek out their advisor each semester prior to registration or when they have questions or experience any problems. A student may change his or her advisor by obtaining written release from the assigned advisor and the desired advisor.

Academic Integrity

All students at East Carolina University have an inherent responsibility to uphold University principles of academic integrity and to support each other and the faculty in maintaining a classroom atmosphere that is conducive to orderly and honest conduct. Graduate students are subject to the academic integrity policy of the University. A copy of this policy is in the ECU Student Handbook and may be obtained from the Office of the Dean of Students. Registration at the University involves the student's acceptance of the published academic regulations and all other rules found in any official publication or announcement.

Academic Retention and Suspension

Students must not earn a grade of C in 6 or more credit hours while enrolled in the MSW program. Students who earn a C in six or more credit hours (two C’s, or a C in one of the field practicum courses) will be dismissed from the program.

A student who earns an “F” in any class will be dismissed from the program.

A student who is terminated by the School of Social Work and the Graduate School for academic reasons may apply for readmission after a period of one full academic year before the student may be readmitted to his or her degree program.

Course Sequencing
All foundation content must be taken before students take courses at the advanced level. There are three foundation level courses that are open to non-matriculated students. These are: SOCW 5900 (Introduction to Social Work and Social Welfare); SOCW 5001 (Human Behavior and the Social Environment) and SOCW 6711 (Critical Thinking in Social Work Research).

**Social Work Transfer Students**

A limited number of transfer students from other accredited MSW programs may be accepted each year. An applicant who wishes to transfer from another MSW program must complete the same admissions process and meet the same admission requirements as other degree candidates. A formal written request for transfer must be made at the time of application for admission. A maximum of 12 semester hours of graduate credit may be transferred from other institutions accredited by the Council of Social Work Education. Acceptance of graduate transfer credit is determined by the school’s admission and retention committee. A grade of less than "B" in any course will disqualify that course from consideration for transfer. The MSW Program Director will inform the applicant of the specific courses accepted for transfer and their ECU Master of Social Work equivalents, in writing, prior to the student officially enrolling in the ECU degree program. This written notification will also inform the applicant of those courses he/she must complete in order to earn the MSW degree.

**Transfer Credit: Non-degree Student Status**

A maximum of nine-semester hours with grades of “B” or above may be transferred as possible elective credit. Graduate courses taken as part of a previously earned graduate degree are not accepted by the ECU Graduate School and the ECU School of Social Work for transfer credit. Students must request consideration of transfer credit after admission to the program. The MSW Program Director will inform the student, in writing, of the final determination regarding acceptance of transfer credits.

**Procedure for seeking non-social work transfer credit:** After official admission into the MSW program, the person seeking transfer credit will be required to complete the necessary school documents, provide documentation (transcripts, course descriptions/syllabi, bibliographies, catalogue descriptions, etc.) and submit his or her dossier to the School's Master of Social Work Program Coordinator. A maximum of nine non-social work transfer courses will be allowed for any student (the equivalent of the total 9 s. h. elective credits).

**Test Out Procedures**

Students with an accredited undergraduate degree in social work, who either choose to enter as Regular full-time MSW students or Regular part-time MSW students are eligible to test-out of selected Foundation Year courses. The test-out courses are SOCW 5001 (Human Behavior in the Social Environment), SOCW 5900 (Introduction to Social Work and Social Welfare Policy), and SOCW 6702 (Social Work’s Response to Human Difference).

Procedure for students seeking to test out of a course: Student will notify the MSW Program Director in writing of their desire to test out of a course within the first 2 weeks of the student’s first Fall Semester. Tests will be administered no later than the 4th week of the student’s first semester and will inform student of specific time and dates in writing. Students will be notified in writing of their test
out results within one week from date of test. If a student takes any or all of the exams and scores a grade of 80% or higher, he or she will be awarded "credit by examination" and will not be required to enroll in the particular class for which credit was granted.

Field Instruction

Field Education is an integral component of social work education anchored in the mission, goals and educational level of the program. The field placement provides an opportunity to apply and integrate the knowledge, skills and values of social work practice learned throughout the curriculum. In this process, the student is engaged in experiential learning which requires them to integrate cognitive learning, professional values and use of self to enhance skill and critical analysis of social work practice. Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients. It is through field education that students are exposed to an affirmative approach to human diversity centered on universally accepted values and goals of social work, including the support of diversity, the uniqueness of the individual, the concept of interdependence and the commitment of serving. Giving attention to prevalent themes in human diversity and supporting the strengths of the minority culture enhances learning opportunities for and builds a foundation upon which students can master new learning. The MSW program offers two field education placements, the foundation placement and the advanced placement. The foundation placement is a one semester internship. The advanced placement is a two semester, sequential internship in which the student remains in the same agency for both fall and spring semesters. This two semester internship provides the opportunity for the MSW student to develop advanced practice skills and In-depth knowledge of the practice area. Students are placed in selected agencies under the supervision of an experienced MSW social worker for 24 hours a week, 336 hours a semester. Regular two year students typically are in placement Wednesday through Friday, 8 hours a day. Night and evening placements are not available and placements are not paid. Placement hours may vary for Saturday cohort students. In addition to time in the field placement, students attend a weekly field seminar throughout the semester. For more information on field, please visit the following link: http://www.ecu.edu/cs-hhp/socw/customcf/docs/field/Field_Manual.pdf

It should be noted that field instruction is a 6 credit course. Therefore, if a grade of "C" is earned, a student may be ineligible to continue in the program (refer to Academic Retention and Suspension Policy).

The Office of Field Education is responsible for arranging and approving all internship placements. When assigning students to their internships, the Field faculty considers several factors, including student learning goals, interests, previous experience, location; the degree learning objectives, and available, appropriate agency settings. To help ensure that all student have sufficient, appropriate learning opportunities, all internships must meet the criteria of the ECU School of Social Work and the Council on Social Work Education. The School of Social Work maintains ongoing relationships with numerous and diverse agencies within the eastern region of North Carolina. Agencies that have been approved by the Office of Field Education meet CSWE standards for an educationally directed field experience, and provide superior practice opportunities for beginning professionals. Students can expect to be assigned to these agencies. Students are NOT to contact agencies or social workers, or otherwise arrange their own internships. Students may research agencies and services using the Internet and other media resources.
The School of Social Work allows employment-based internships on a limited basis for MSW students who are already working in the field of social work. To ensure the role of student as learner, student internship assignments and field education supervision cannot be the same as those of the student’s employment. Employment based internships must meet all the same requirements for hours, types of learning activities, and supervision as traditional internships. Students may NOT receive credit for doing their regular job, or for previous work or life experience. Students who request an internship with their employer must complete an Employment Based plan that clearly demonstrates how the internship will allow the student to achieve the learning goals of the program. Before such a placement is approved, the Director of Field Education evaluates the agency’s appropriateness as a field learning site for graduate social work education. This plan must be approved by the agency director and the Director of Field Education before the student may be admitted to field.

Students are counseled against working full time while enrolled in the fulltime graduate program as it tends to affect performance. Full time MSW students are particularly discouraged from working full or part time while doing their Field internships Supervision must be provided by a person with an MSW degree from an accredited school of social work. Under no condition will students be given credit for field instruction doing their regular job. Students are not given field education credit for life experiences.

The School of Social Work will provide professional practice insurance for all student interns through the Risk Management Department of East Carolina University. All student interns must provide their own auto and health insurance, and any other insurance coverage they desire. Students must also provide their own transportation to the internship site.


**Enrollment**

At the time of application, students select their enrollment status of either for the regular two-year program or advanced standing as either fulltime or part-time admission. The MSW program reserves the right to limit the number of students admitted each year in any one category. Students who wish to change their status prior to their initial enrollment must reapply to enter the MSW program. Once enrolled officially, students may secure a leave of absence from the MSW program for one year. Changes in student status must be recommended by the student’s faculty advisor and approved by the Master of Social Work Program Director.

**Student Orientations**

Once accepted into the MSW program, students are required to attend a mandatory orientation held on the last Saturday in April or the first Saturday in May depending on the academic calendar. Students are required to attend all sessions of the orientation.

The ECU Graduate School also facilitates a graduate information session the Saturday before classes begin. The program is designed to complement the School of Social Work’s academic orientation program and ease the transition to graduate school and East Carolina University. Representatives from campus offices are present to provide important information and answer questions about Academic Regulations and Policies, ECU’s electronic resources (e-mail, OneStop student portal, Banner System, etc.), the online registration process, payment of tuition and fees, financial aid and services available through the Division of Student Life. In addition, students have the opportunity to meet other graduate
students and tour the campus. Lunch is normally provided and you are required to register at the following website or on the Graduate Schools webpage [http://www.ecu.edu/cs-acad/gradschool/New-Student-Orientation.cfm](http://www.ecu.edu/cs-acad/gradschool/New-Student-Orientation.cfm)

**Incomplete Grades**

The grade of “I” (Incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all requirements. A grade of “I” must be removed during the next semester in which the student is enrolled in the university, or it automatically becomes an “F” (Failure). This is in distinction from the Graduate School policy, which allows one year to complete requirements for the removal of an incomplete. Requirements for removal of Incomplete must be submitted to the instructor at least three weeks prior to the end of the semester. Instructors submit a Removal of Incomplete form to the Office of the Registrar at least two weeks prior to the end of the semester. The instructor has the option to extend the period for removal of the “I” grade one semester at a time, up to a total period of one year. This extension will be accomplished by filing the Change of Grade form. If the “I” is not removed within the appropriate amount of time, the grade automatically becomes an “F”. A student cannot graduate with an “I” on his or her transcript.

**Grade Appeals**

Grade appeals are conducted in accordance with the Graduate School policy, as outlined in the Graduate Catalog. Please refer to the catalog for a detailed description of the procedure. As outlined in the Graduate Catalog, grade appeals may be undertaken for a limited number of reasons: the Graduate Catalog states:

The goal of this grade appeal policy is to establish a clear, fair process by which graduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and notwithstanding the exceptions noted at the end of this policy, appeals will not be considered unless based upon one or more of the following factors:

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

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

**Time Limitations**

In keeping with the accreditation policy of the Council on Social Work Education, all requirements of the MSW degree must be completed within no more than two years for fulltime programs and four years for extended-time programs, from the date of the student’s first enrollment. The MSW Program Director may grant exceptions to this policy as determined necessary. The student is responsible for contacting the MSW Program Coordinator to request said extension.
NONACADEMIC POLICIES

Students are expected to observe all university regulations and policies regarding conduct. Similarly, it is assumed that students will behave with propriety and respect the rights and privileges of others. In addition, they are expected to behave in accordance with the Code of Ethics of the National Association of Social Workers (http://www.socialworkers.org/pubs/code/code.asp).

Non-academic Capacities

In accordance with the ECU policy on disruptive behavior and the Council on Social Work Education’s competencies, the MSW program recognizes the special capacities required of social workers in order to successfully engage in helping relationships. The ECU disruptive behavior policy states that . . .

Disruptive academic behavior is any behavior likely to substantially or repeatedly interfere with the normal conduct of instructional activities, including meetings with instructors outside of class. Examples of such behavior include, but are not limited to, making loud or distracting noises; using cell phones and other electronic devices without prior approval; repeatedly speaking without being recognized; frequently arriving late or leaving early from class; and making threats or personal insults.

The Council on Social Work Education also recognizes the need for certain specific professional behaviors in their core competencies:

2.1.1 Identify as a professional social worker and conduct oneself accordingly.
   Operational Practice Behaviors:
   a. Social workers practice personal reflection and self-correction to assure continual professional development
   b. Social workers attend to professional roles and boundaries
   c. Social workers demonstrate professional demeanor in behavior, appearance, and communication

2.1.2 Apply social work ethical principles to guide professional practice.
   Operational Practice Behaviors:
   a. social workers recognize and manage personal values in a way that allows professional values to guide practice
   b. social workers make ethical decisions by applying standards of the National Association of Social Workers’ Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
   c. social workers apply strategies of ethical reasoning to arrive at principled decisions.

In addition, the ECU SoSW MSW Program requires that students be able to demonstrate specific capacities that are often subsumed under the term “use of self.” These include, but are not limited to the ability to:

• identify emotions of others
• Identify emotions of self
• Identify the effect of one’s presentation on the other
• Modify one’s presentation of self to influence other

We also require specific professional behaviors, including but not limited to:

• Appropriate relations with colleagues (fellow students, instructors, supervisors, co-workers and other professionals), including written communication and face to face interactions (verbal and non-verbal communication).
• Appropriate relations with clients, including boundaries, respect, care and non-discrimination

Examples of Unacceptable/Unprofessional Behaviors

• Inappropriate/aggressive physical or verbal behavior
• Repeated tardiness or unexcused absences
• Misrepresentation of self, qualifications, and/or competencies
• Criminal charges
• Disrespectful behavior, which includes impugning the character or professional qualifications of another without clear evidence to support the complaint.
• See also the ECU policy on disruptive behavior, above.

Admissions and Retention Committee

The MSW Admissions and Retention Committee (A&R) is an important resource for students and faculty. The committee can be convened at a students’ or faculty’s request for clarification of academic concerns or suggestions for improved performance. This includes clarification of non-academic competencies expected of students as well as providing support for students to be able to demonstrate those competencies. When a faculty member identifies a concern regarding a student, they are encouraged to bring this concern to MSW Program Committee meetings and/or share that concern via email with the program director. The competency of students to perform as ethical, professional and knowledgeable social workers is an expectation of all students in the program.

The A & R committee will be comprised of the following people:

• The MSW program director
• 2 elected faculty members
• a representative of the field office
• Additional individuals as determined by the above members.

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

**Admissions and Retentions Process**

1. The MSW Program Director or designee will review the request to determine if an admissions and retentions meeting is warranted. The Program Director will solicit information from the relevant parties regarding the request.

2. If the program director assesses that an admissions and retention committee meeting is warranted, the student will be notified in writing of the purpose, date, time and location of the meeting. The student will be advised that they may bring relevant documentation and the student has the right to have an advocate present at the meeting.

3. The meeting proceedings will include a discussion of the issues surrounding the report in an attempt to achieve a resolution to the concern and to determine a plan of action. The plan may include goals, indicators of success and time frames. The committee will render a decision in writing within 10 business days with written communication provided directly to the student, placed in the student’s file and forwarded to the Director of the School.

4. If the student does not concur with the action plan, the student may appeal the decision in writing within 10 business days to the Director of the School of Social Work.

5. The Director of the School will meet with the student and the Admissions and Retention Chair or designee within 10 business days of receiving the appeal to discuss the situation, plan, and relevant issues/concerns.

6. The Director of the School will make a recommendation within 10 days after the meeting.

7. Documentation of all proceedings will be provided to the student and placed in the student file.

**Non-Discrimination and Affirmative Action**

East Carolina University is an Affirmative Action/Equal Opportunity institution, and consequently its policy of non-discrimination includes recruitment and employment, admissions and access, retention and promotion of the most qualified students, faculty and staff, regardless of an individual’s race, sex, color, religion, national/ethnic origin, age, citizenship, marital status, sexual orientation, handicap or veteran status. ECU does not discriminate in its provision of services and benefits, or in its treatment of students, clients and employees. Inquiries regarding this policy should be referred to the East Carolina University Office of Equity and Diversity, Cafeteria Building Suite G-406 or you may schedule an appointment by calling 252.328.6804

**Course Scheduling**

The graduate program maintains a diverse student body with many students being employed, having childcare responsibilities, and active non-academic lives. We regret that we are unable to assure our students of a fully convenient schedule of courses. We cannot guarantee that the program can be completed only at night or only during the day. Although we are aware of numerous demands placed on students' time, the MSW program is structured and must be completed in sequence. We strongly
recommend that students plan carefully to ensure successful completion of the program. We advise against simultaneous fulltime employment and fulltime enrollment in the graduate program. Based on the experiences of others, this creates problems in punctuality, class attendance, participation, completion of assignments, and significant difficulties in completion of the field practicums.

**Prior Felony Convictions**

The School does not require that applicants submit to a background check for possible criminal offenses. Applicants should realize, however, that practicum agencies may require such a check. Applicants should be aware that having a prior felony conviction or prior sanctions for unprofessional conduct may impact future potential for obtaining field placements, and social work employment and licensure. In addition, the School, as part of its process of practicum assignments, asks students whether they have a felony conviction (or non-contested felony) in their background. Students may be automatically denied admission, or if enrolled, terminated from the program, if they have not been truthful or have provided inaccurate information in the application concerning felony convictions.

**COURSE DESCRIPTIONS**

**SOCW 5001 - Human Behavior and Social Environment for the Human Service Professions 3**
P: Consent of MSW program coordinator and graduate standing. Development of social systems concept of bio-psycho-social elements of man’s being. Emphasis on deeper self-awareness of one’s own behavior, attitudes, beliefs, and values as related to professional practice.

**SOCW 5007 - Women as Clients 3**
Issues and corrective measures to counteract gender bias in delivery of human services. Strengths and vulnerabilities of women as clients.

**SOCW 5008 - Supervision in Social Welfare Agencies 3**
P: Consent of MSW Coordinator. Role of supervision in social welfare system and functions it performs. Process of supervising and problems and issues concerning supervisor. Emphasis on supervision of social work and criminal justice students who are in field placement, beginning supervisors, and supervisors of beginning workers.

**SOCW 5400 - Seminar in Aging Studies3 Same as GERO 5400**
Enter point for graduate certificate in gerontology; exit course for undergraduate minor in gerontology. P: Consent of instructor. Topics include historical perspective on aging issues, normal aging and pathology, aging program administration, aging policy development, research in gerontology, rural aging, and aging and ethnicity.

**SOCW 5900 - Foundations of Social Work and Social Welfare 3** P: Graduate standing SOCW. Introduces social work profession, and social welfare, policy, and services.

**SOCW 5901 - Readings in Aging Studies 1, 2, or 3 Same as CDFR 5901, CDFR 5902, CDFR 5903; GERO 5901, 5902, GERO 5903.** May count maximum of 3 s.h. toward baccalaureate minor in gerontology or graduate certificate in gerontology. P: Consent of instructor and chair of instructor’s home unit. Selected from monographs or journals. Focus on specialized areas in which student has taken one or more courses in either baccalaureate gerontology minor or graduate gerontology certificate.
SOCW 5902 - Readings in Aging Studies 1, 2, or 3 Same as CDFR 5901, CDFR 5902, CDFR 5903; GERO 5901, 5902, GERO 5903. May count maximum of 3 s.h. toward baccalaureate minor in gerontology or graduate certificate in gerontology. P same requirements as SOCW 5901 & SOCW 5903.

SOCW 5903 - Readings in Aging Studies 3 Same as CDFR 5903; GERO 5903. May count maximum of 3 s.h. toward baccalaureate minor in gerontology or graduate certificate in gerontology. P: same requirements as SOCW 5901 & SOCW 5902.

SOCW 5910 - Foundation Skills in Social Work Practice 3
P: Graduate standing in SOCW. Basic practice skills. Foundation for internship preparation.

SOCW 5940 - Research Methodology for Social Workers 3
P: Graduate standing or consent of MSW Coordinator. Evaluation of published social work research. Interpretation of research articles which employ common statistical measures and identify basic limitations of research methodology. Research methods used by social workers in practice. Defines research and the ethical issues in conducting research.

SOCW 6004 - Social Work Services in Schools 3
P: Graduate standing in SOCW. Introduction and orientation to practice in school settings.

SOCW 6100 - Introduction to Social Work Practice 3
P: Graduate standing in SOCW. Preparation for generalist practice from a relational perspective.

SOCW 6101 - Social Work Intervention with Groups for Substance Use Disorders 3
Concepts, theories and methods of group work practice for people affected by substance abuse.

SOCW 6110 - Social Work Practice: Interpersonal Foundations 3
P: Graduate standing in SOCW. Concepts, theories and methods of clinical-community social work practice with an emphasis upon the relational nature of individual and family development and functioning.

SOCW 6111 - Social Work Practice: Community Foundations 3
P: Graduate standing in SOCW. Concepts, theories and methods of clinical-community social work practice.

SOCW 6140 - Advanced Practice: Individuals and Families 3
P: SOCW 6110, SOCW 6111 or equivalent. Advanced concepts, theories and methods of clinical-community social work practice with an emphasis on individuals and families within the context of their development and functioning.

SOCW 6141 - Advanced Practice: Community Partnerships 3
P: SOCW 6110, SOCW 6111 or equivalent. Advanced concepts, theories and methods of clinical-community social work practice emphasizing social justice.

SOCW 6200 - Social Work Practice with Organizations and Communities 3
P: Graduate standing in SOCW. Concepts, methods, and theories related to practice with communities or organizations.
SOCW 6322 - Practice in Health and Aging 3
Social work intervention skills and application of theoretical concepts to practice in health settings.

SOCW 6324 - Social Work Practice with Developmental Disabilities 3
Practice from social work perspective.

SOCW 6326 - Advanced Policy in Health and Aging Settings 3
P: Graduate standing in SOCW. Health care and aging systems policies and organizational structures. Problems and issues of social work service delivery in health and aging.

SOCW 6380 - Interdisciplinary Practice: Services for Children with Serious Emotional Disturbances and Their Families 3 Same as CDFR 6380 and PSYC 6380.
Overview of a system of care model to be used across disciplines in mental health services for children with serious emotional disturbances and their families. Prepares professionals to participate in holistic, interdisciplinary team practice in a variety of settings.

SOCW 6392 - Social Work Practice in Mental Health 3
Knowledge and skills needed to practice social work in range of mental health settings.

SOCW 6394 - Advanced Policy in Mental Health: A Social Work Perspective 3
P: Graduate standing in SOCW. Advanced understanding of federal, state, and local policies related to social work practice in mental health settings. Emphasis on professional’s role as client advocate in policy decision making and program development.

SOCW 6422 - Social Work Practice in Family and Children Services 3
Theory and modalities of intervention with children and families in various child welfare settings.

SOCW 6426 - Advanced Policy in Family and Children’s Services 3
P: Graduate standing in SOCW. Current status of families in American society, social welfare policies, and practices. Family needs and means of advocating for needed changes.

SOCW 6550 - Integrative Seminar 3
P/C: SOCW 6960. Integrates and synthesizes knowledge from all components of the MSW curriculum.

SOCW 6701 - Biopsychosocial: Social Work Perspectives on Mental Health & Substance Abuse 3
Bio-psycho-social theoretical and social work perspectives on psychopathology.

SOCW 6702 - Social Work’s Response to Human Differences 3
P: Graduate standing in SOCW. Incorporates knowledge of human difference and variation into strategies for social work practice. Integrates knowledge of cultures, race, gender, class, rural living, ethnicity, disabilities, human variation, and sexual orientation.

SOCW 6711 - Critical Thinking in Social Work Research 3
P: Graduate standing in SOCW. Processes and ideas for understanding and conducting social work research, as well as using research to inform practice.

SOCW 6730 - Conducting Evaluation Research 3
Evaluation of social work practice, including development of a research question, study design, analysis of both quantitative and qualitative data, and interpretation of results.
SOCW 6800 - Social Work Practice in Substance Abuse Treatment 3  Formerly SOCW 6808 Examines the nature and scope of drug use in America. Emphasis on role of the social worker with special consideration given to the North Carolina Substance Abuse Professional Practice Board’s licensure process.

SOCW 6801 - Clinical Approach to Working with Substance Using/Abusing Clients 3  Formerly SOCW 6804 Applies educational, societal, and cultural factors to clinical techniques of client assessments and treatment planning. Application and evaluation of clinical models and assessments.

SOCW 6803 - Selected Topics in Human Behavior: A Social Work Perspective 3  May be repeated. May count a maximum of 12 s.h. toward degree. P: Graduate standing in SOCW. New or advanced topics in human difference.

SOCW 6806 - Selected Topics in Social Work with Families and Children 3  May be repeated. May count a maximum of 12 s.h. toward degree. P: Graduate standing in SOCW. New or advanced topics.

SOCW 6807 - Selected Topics in Health and Aging 3  May be repeated. May count a maximum of 12 s.h. toward degree. P: Graduate standing in SOCW. New or advanced topics.

SOCW 6809 - Selected Topics in Social Work Research 3  May be repeated. May count a maximum of 12 s.h. toward degree. P: Graduate standing in SOCW. New or advanced topics.

SOCW 6810 - Selected Topics in Social Welfare Policy 3  May be repeated. May count a maximum of 12 s.h. toward degree. P: Graduate standing in SOCW. New or advanced topics.

SOCW 6901 - Independent Study 1  Faculty conferences arranged. Student-faculty contract must be approved by MSW program chair. Selected readings, research, or studies related to professional practice.

SOCW 6902 - Independent Study 2  Faculty conferences arranged. Student-faculty contract must be approved by MSW program chair. Selected readings, research, or studies related to professional practice.

SOCW 6903 - Independent Study 3  Faculty conferences arranged. Student-faculty contract must be approved by MSW program chair. Selected readings, research, or studies related to professional practice.

SOCW 6940 - Field Instruction I 6  Apply social work knowledge and skills to foundation social work practice for three days per week under social work supervision.

SOCW 6950 - Field Instruction II 6  Apply social work knowledge and skills to advanced social work practice for three days per week under social work supervision.
SOCW 6960 - Field Instruction III 6
Apply social work knowledge and skills to advanced social work practice for three days per week under social work supervision.
Certificates and Licensure

Students pursuing the MSW degree also can participate in certain specified certificate, licensure, and grant programs. These programs, which are in addition to the required degree curriculum, require students to engage in focused study to meet the particular requirements of the particular certificate, license, or grant. Students should note that they may not be able to complete all required courses while enrolled in the MSW program, but will need to complete their certificate, license, or grant during summer sessions, or through non-degree study.

Graduate Certificate Substance Abuse Studies*

The certificate in substance abuse will equip select social work graduate students with specific skills and knowledge in the area of alcohol, tobacco, and other drugs. The goal of the certificate program is to increase the number of social work graduate students with the required knowledge and skills to work with clients who are suffering from substance use disorders (SUD) or who may also be charged with drug-related offenses. In addition, this certificate will allow graduate students an opportunity to become more sensitive to the laws governing drug abuse and drug-related offenses. Students will also learn efficient methods to design and implement interventions and strategies to treat substance use disorders.

Unlike many substance abuse certificate and degree programs which only provide course work for those interested in the SA field, ECU school of social work is committed to the development of its’ graduates by providing ongoing clinical supervision. The clinical supervision offered ensures that our students meet the requirements of the North Carolina Substance Abuse Professional Practice Board (NCSAPPB) leading to full licensure. In addition to providing ongoing supervision, we place great emphasis on preparing participates to pass state test required to obtain licensure.

Applicants seeking admission can be graduate students or professionals holding a master’s degree working in the field of social work and other related human service areas. Students enrolled in the certificate program must adhere to the program standards of the School of Social Work. Certificate recipients will receive 180 contact hours (12s.h.) of substance abuse specific credit approved by the North Carolina Substance Abuse Professional Practice Board. Upon successful completion of the certificate program, students are eligible to apply to the NCSAPPB for their LCAS-A.

Final certification at the LCAS level requires the completion of a master’s degree. Students are required to complete the following courses:

- **SOCW 6101 (3 s.h.)** Social Work Intervention with Groups for Substance Abuse Disorders
- **SOCW 6701 (3 s.h)** Psychopathology: Social Work Perspectives on Mental Health and Substance Abuse
- **SOCW 6800 (3 s.h.)** Social Work Practice in Substance Abuse Treatment
- **SOCW 6801 (3 s.h.)** Clinical Practice in Substance Abuse Using/Abusing Clients
- **SOCW 6950 (6 s.h.)** Field Instruction II
- **SOCW 6960 (6 s.h.)** Field Instruction III
Graduate Certificate in Gerontology

The graduate certificate in gerontology is a program of advanced study that is either free-standing or used to augment or focus a plan of study in several graduate degrees. The program is offered through the School of Social Work in the College of Health and Human Performance. The program coordinator is Dr. Carol Jenkins, Associate Professor of Social Work, 328 Rivers West Building.

The certificate requires completion of 15 s.h. of course work* including one required course, GERO/SOCW 5400, with the remainder of s.h. hours obtained from a selection of electives. Students in the MSW program are able to count 3 s.h. from a field placement toward the certificate if the placement is completed at an agency that provides services to older adults.

Students interested in the program should meet with the program coordinator to obtain a list of current electives and to develop a plan for completing the required hours in conjunction with obtaining the MSW degree.

*Course requirements are subject to modification. Please contact Dr. Carol Jenkins for most recent requirements.

School Social Work Licensure

Through a collaborative agreement with the ECU College of Education and accreditation by the NC Department of Public Instruction, MSW students may pursue licensure in school social work. Candidates for licensure must hold a graduate social work degree from a CSWE accredited program and have complete the following course matrix:

SOCW 6004 Social Work Services in Schools (3sh)
AND
SPED 5101 Introduction to Exceptional Children (3sh)
OR
SPED 6002 Addressing Differences in Human Learning in Schools (3sh)

In addition, candidates are required to complete a two semester (720 hour) field placement in a school setting under the supervision of a licensed school social worker who holds a graduate social work degree from a CSWE accredited program.

Upon completion of the MSW and the additional course requirements, candidates may apply to the Department of Public Instruction for a school social work licensure. Once a student has completed the requirements for School Social Work Licensure, he or she may contact Dr. Lena Carawan at carawanl@ecu.edu or Mrs. A. Virginia Parker Bunch at parkeran@ecu.edu.
North Carolina Child Welfare Education Collaborative (NC-CWEC)

The North Carolina Child Welfare Education Collaborative (NC-CWEC) is a unique, statewide partnership focused on improving public child welfare services in North Carolina. Established in 1999, the Collaborative is administered by the Jordan Institute for Families through a contract with the NC Department of Health and Human Services, Division of Social Services. The NC-CWEC seeks to strengthen public child welfare services in the North Carolina by increasing the number and diversity of well-trained and highly-committed BSWs and MSWs employed in local Department of Social Services (DSS). Currently available in 15 social work education programs across the state, these programs offer educational and training opportunities emphasizing public child welfare practice for students interested in working in public child welfare in North Carolina upon graduation. For more information, please visit the NC Child Welfare Education Collaborative homepage at http://ssw.unc.edu/cwec/

As one of three universities participating in the NC-CWEC since 1999, the School of Social Work at ECU takes great pride in our BSW and MSW Collaborative graduates. ECU Collaborative graduates are working to ensure safe, permanent and nurturing families for North Carolina’s children across the state and are employed at all levels of child welfare service provision in departments in social services and include the positions of child welfare social worker, social work supervisor, social work program manager, program administrator, assistant director, deputy director, and director. Although financial support for students participating in the Collaborative was terminated by the state in 2015, students may continue to participate as ‘Waiver Students’ at both the BSW and MSW level.

MSW Waiver Requirements:

1. Successfully complete SOCW 6422 Social Work Practice in Family and Children’s Services. (Successful completion is demonstrated by a final grade of B or higher in the course.)
2. Complete a 2-semester field placement in a NC county department of social services in a child welfare services unit providing CPS or Foster Care services.
3. Complete NC Transfer of Learning Activities as a part of their child welfare field placement.
4. Participate in a week long, intensive online training prior to beginning field placement

In exchange for completing these requirements, upon graduation Child Welfare Waiver students receive their NC Child Welfare Pre-Service Training Certificate.

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

Student Organizations
The **Graduate Association of Social Workers (GASW)** is a student organization that actively promotes professional and social activities among students. Membership is open to all graduate level social work students. The mission of GASW is to bring together MSW students at ECU for the purpose of enhancing their educational experience, participating in community action projects, and promoting social interaction among colleagues in both university and non-university settings. The faculty advisor is Dr. Paige Averett averettp@ecu.edu.

**Phi Alpha Honor Society (Chi Zeta Chapter)** Phi Alpha fosters high standards of training and leadership for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Members must have a minimum 3.5 GPA and submit a comprehensive personal statement for application to this society. Applications are reviewed and inductees are chosen by a selection committee. For more information on admission to this national honor society contact Dr. Tracy Carpenter-Aeby, carpenteraebyt@ecu.edu, or Dr. Mary S. Jackson, jacksonmar@ecu.edu.

**To Write Love on Her Arms with Love (TWLOHA)** is a student-run organization that serves as a referral source and locus of support for other students who may be experiencing 1) depression, severe anxiety, and suicidal ideation; or 2) forms of self-harm such as cutting, disordered eating, or substance abuse. TWLOHA members serve fellow students in need by providing education, hosting awareness events and fundraisers, and providing speaker panels. A member is available at all times for those who need someone to reach out to for support. They assist students in finding counseling services, and they will even walk with students to their appointments. TWLOHA was organized at ECU about three years ago by a former BSW students. The “home office” is located in Florida. TWLOHA was organized at ECU about three years ago. As of summer 2015, it is also affiliated with the ECU Student Counseling Services. This means that the groups will sponsor events together and support students in their use of services offered by both entities. Beginning fall 2015, TWLOHA and the ECU Student Counseling Services logos will appear side-by-side on announcements and publicity materials. The faculty advisor is Dr. Kelley Reinsmith-Jones.
GRADUATION INFORMATION

Graduation/Certification
The final responsibility for meeting all academic requirements for the degree rests with the student. Each student will need to review the required courses left for degree/certificate completion.

The Graduation Application
Application for graduation must be completed online through Banner Self Service at least one semester prior to completing the requirements of the degree as stated by the Graduate Catalog which can be accessed here: http://catalog.ecu.edu/index.php. Information about the graduation application can be found here:
http://www.ecu.edu/cs-acad/registrar/Graduation-Information.cfm
Instructions for How to Apply for Graduation Using Banner Self Service (PDF)
http://www.ecu.edu/cs-acad/registrar/upload/Apply_For_Graduation-2-2.pdf

The Graduate-Certificate Graduation Application
If a student is completing a certificate program (such as Substance Abuse, Gerontology, Military Trauma), he or she will need to complete the Graduate-Certificate Graduation Application that can be found at this link:
The student will need to add all courses required including the courses already completed and then submit the form electronically.

Exit Survey
Each student will need to complete the Exit Survey on OneStop.

Questions about Graduation?
Please e-mail gradationservices@ecu.edu.

Commencement /Graduation/Recognition
University Commencement is held in Spring and in Fall at which time students are required to wear academic Regalia. Academic Regalia – For information on regalia, please visit the following website:
http://www.ecu.edu/cs-acad/commencement/regalia.cfm

Information regarding graduation dates can be at the following link: http://www.ecu.edu/commencement/ as well as information on how to reserve your seat for graduation.
Margaret Arnd-Caddigan, Ph.D., Associate Professor
Rivers RW 326, arnd-caddiganm@ecu.edu, 328-5553

Paige Averett, Ph.D., Associate Professor
Rivers 222, averettp@ecu.edu, 328-4193

A. Virginia Parker Bunch, MS, Program Specialist
Rivers 203, parkeran@ecu.edu, 737-2058

Shelia G. Bunch, Ph.D. Professor and Director of School of Social Work
Rivers 224, 252-328-2281 bunchs@ecu.edu

Lena Carawan, Ph.D., Associate Professor
Rivers 215, carawanl@ecu.edu, 328-4381

Tracy Carpenter-Aeby, Ph.D., Associate Professor
Rivers 201, Carpenter-aebyt@cu.edu, 328-4076

InSoo Chung, Ph.D., Assistant Professor
Rivers 115, chungi14@ecu.edu, 328-5699

Brenda J. Eastman, Ph.D. Associate Professor
Rivers 218, 252-328-4012; eastmanbr@ecu.edu

Mary Fedash, Administrative Assistant - Field Office
Rivers 221, fedashm@ecu.edu, 328-4383

Latonya Gaskins, MSW, Teaching Instructor, Assistant Field Director
Rivers 221-A, gaskinsl@ecu.edu, 328-4211

Mary S. Jackson, Professor
Rivers 207, jacksonmar@ecu.edu, 328-1448

Janine Jason-Gay, MSW, Teaching Instructor
Rivers 219 C, jasonj@ecu.edu, 252-328-5542

Carol Jenkins, Ph.D., Associate Professor
Rivers RW 328, jenkinsc@ecu.edu, 328-2986

Monte Miller, Ph.D., Associate Professor
Rivers 202, millerm@ecu.edu, 328-5777

Blace Nalavany, Ph.D., Associate Professor
Rivers 216, nalavanyb@ecu.edu, 737-2053

Beth Osborne, MSW, Teaching Instructor
Rivers 223, osbornee@ecu.edu, 328-2480
Appendix A: Policy and Procedure for Independent Study
Directed individual study (Independent Study) is designed for advanced study. The procedure for initiating a directed individual study is as follows:

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

2. Independent Study Proposal Form

   This Independent Study Form is to be used by all students wishing to engage in an Independent Study, Field Experience, Practicum, or other course in which they work one-on-one with a particular faculty member. PRIOR to completing this form, the student should speak with the potential instructor and work out the details of the course expectations and timelines.

   **STUDENT:** Complete and submit the form located at this link: [http://www2.ecu.edu/hhp/ISP/](http://www2.ecu.edu/hhp/ISP/)

   Your faculty supervisor will be notified via the email address you provide, so make sure it is correct. The student must be enrolled in the semester in which the independent study work is undertaken. Independent study involves one-on-one mentoring of a student by a faculty member.

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

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**APPENDIX B: East Carolina University Equal Opportunity and Nondiscrimination Policies**

It is the policy of the State of North Carolina, to provide equal opportunity in employment for all qualified persons, and to prohibit discrimination in employment because of race, color, creed, religion, sex, national origin, age, political affiliation, veterans’ status, genetic information, or disability.
Consistent with the policy of the State of North Carolina, East Carolina University reaffirms that it has been, and will continue to be, the policy of this university to be an equal opportunity employer. East Carolina University is committed to equality of educational opportunity and prohibits discrimination against students, applicants, employees, or visitors based on race/ethnicity, color, creed, genetic information, national origin, religion, sex, sexual orientation, age, disability, political affiliation, or veterans’ status. [Any individual alleging discrimination based on sexual orientation cannot grieve beyond the university’s internal grievance process. Allegations of genetic information discrimination are not currently appealable to the NC Office of Administrative Hearings].

East Carolina University supports the protections available to members of its community under all applicable federal laws, including Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 799A and 845 of the Public Health Service Act; the Equal Pay Act of 1963, as amended; the Age Discrimination in Employment Act of 1967, as amended; the Rehabilitation Act of 1973, as amended; the Pregnancy Discrimination Act of 1978; the Civil Rights Restoration Act of 1988; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; the Civil Rights Act of 1991 and the Americans with Disabilities Act of 1990, as amended; Title II of the Genetic Information Non-discrimination Act of 2008; Executive Order 11246, as amended; the N.C. General Statutes Section 126-16, as amended and other applicable federal and state laws. The university’s policy is also consistent with the Code of the University of North Carolina, Section 103.

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended, accommodations of the disabled extend to student programs, employment practices, elimination of physical barriers, and special assistance to disabled students and employees within the university. The university will provide reasonable accommodations for applicants and/or employees with a documented disability as defined by the ADA when doing so will enable them to successfully perform job duties or benefit from training.

Students and current, former, or prospective faculty or staff who have a complaint should follow the procedures outlined in the ECU Faculty Manual, the ECU EEO Plan, or the ECU Student Handbook. The associate provost for equity and diversity will provide information to any individual concerning the appropriate grievance procedures as outlined below:

- **Grievances Against East Carolina University Students:**
  Complaints brought against East Carolina University students by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures presented in the *ECU Student Handbook*.

- **Grievances Against East Carolina University Staff:**
  Complaints brought against East Carolina University staff by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in the ECU Equal Employment Opportunity Plan.

- **Grievances Against East Carolina University Faculty Members or Administrators Holding Faculty Status:**
  Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators, or visitors are ordinarily governed by the grievance procedures presented in the *Grievance Procedures for Complaints of Unlawful or Prohibited Harassment, Discrimination or Improper Relationships*
The monitorial and evaluative aspects of the equal opportunity programs and policies are the responsibilities of the Office for Equity and Diversity. The chancellor has appointed LaKesha Alston, associate provost for equity and diversity and Title IX coordinator and ADA/Section 504 compliance officer, to coordinate all aspects of the Equal Opportunity and Equity programs. The Office for Equity and Diversity is located in Suite G-406 Old Cafeteria Building. Telephone: 252-328-6804. Web site: www.ecu.edu/oed.

APPENDIX C: Sexual Harassment, Discrimination, and Conflicts of Interest Policies and Procedures of East Carolina University

Section I. Rationale
Well publicized policies and procedures such as these will help to create an atmosphere in which individuals who believe that they are the victims of sexual harassment or discrimination are assured that their grievances will be dealt with fairly and effectively. It is more important still to create an atmosphere in which instances of sexual harassment or discrimination are discouraged. Toward this end,
all members of the University community should understand that sexual harassment, sexual
discrimination, and sexual exploitation of professional relationships violates the University’s policy and
will not be tolerated.

Members of the University community are encouraged to express freely, responsibly, and in an orderly
way their opinions and feelings about any problem or complaint of harassment or discrimination
prohibited under these policies. East Carolina University will take every step to resolve grievances
promptly and confidentially. Any act by the University’s employees or students of reprisal, interference,
restraint, penalty, discrimination, coercion, or harassment against a student or an employee for using
these policies responsibly interferes with free expression and openness, and violates this policy.
Accordingly, members of the University community are prohibited from acts of reprisal against
individuals who bring charges, are involved as witnesses, or otherwise try to use these policies
responsibly.

Section II. Policy on Sexual Harassment, Discrimination, and Conflicts of Interest

A. Introduction
Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility,
and mutual respect that must prevail if the University is to fulfill its mission. East Carolina University is
committed to providing and promoting an atmosphere in which employees can realize their maximum
potential in the workplace and students can engage fully in the learning process. Further, amorous
relations between a student and a University employee who is responsible for supervising or evaluating
the student, or between an employee and the person supervising that employee, may derogate the merit
principle of supervision and evaluation. This policy is the University’s statement of its intent to prohibit
sexual harassment and discrimination, and to prohibit amorous relations between University employees
and students, and employees and supervisors when these relations create a risk of favoritism.

B. Definitions
B-1. Sexual Harassment
The following constitute sexual harassment:
a. Making verbal remarks or committing physical actions that propose to people of either sex that they
engage in or tolerate activities of a sexual nature in order to avoid some punishment or to receive some
reward;
b. Singling out people of either sex and creating or attempting to create a hostile university or working
environment or otherwise attempting to harm or harming people because of their sex; and
c. Continuing verbal or physical conduct of a sexual nature when the person or persons the conduct is
directed toward has indicated clearly, by word or action, that this conduct is unwanted.

B - 2. Sexual Discrimination: Sexual discrimination consists of actions that subject employees or
students to unequal treatment on the basis of their sex.

B - 3. Conflicts of Interest:
Consensual amorous relationships in which one person is responsible for supervising or evaluating the
other create conflicts of interest because they impair or reasonably can be expected to impair the
professional judgment of the supervisor.

C. Policy It is the responsibility of members of the University community to strive to create an
environment free of sexual harassment and discrimination, and free of unprofessional bias in the
supervision and evaluation of students and employees.
C - 1. It is against the policies of East Carolina University for its employees or students to propose to other employees or students that they engage in or tolerate activities of a sexual nature in order to avoid some punishment or to receive some reward.

C - 2. It is against the policies of East Carolina University for its employees or students to create a hostile University or workplace environment for an individual or group because of the individual’s or the group’s sex.

C - 3. It is against the policies of East Carolina University for its employees or students to subject other employees or students to unequal treatment on the basis of their sex.

C - 4. It is against the policies of East Carolina University for its employees or students to continue verbal or physical conduct of a sexual nature when the employees or students of the University toward whom such conduct is directed have indicated clearly, by word or action, that such conduct is unwanted.

C - 5. It is against the policies of East Carolina University for any employee of the University to engage in consensual amorous relationships with students or other University employees whom the employee is or will be supervising or evaluating. (This policy does not apply in cases where both the amorous relationship and the supervising or evaluating relationship were initiated before the policy’s adoption date.

Section III. Grievances Against East Carolina University Students
Complaints brought against East Carolina University students by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures available on the Dean of Students Office’s website except complaints filed by an East Carolina University SPA employee, which are governed by the grievance procedures presented in the ECU Mediation and Grievance Procedure for SPA Employees in the University Policy Manual and/or the procedures in the Notice of Nondiscrimination Policy.

Section IV. Grievances Filed By East Carolina University SPA Employees
Complaints filed by an East Carolina University SPA employee are governed by the grievance procedures presented in the ECU Mediation and Grievance Procedure for SPA Employees in the University Policy Manual and/or the procedures in the Notice of Nondiscrimination Policy available on the Office for Equity and Diversity website.

Section V. Grievances Against East Carolina University Staff
Complaints brought against East Carolina University staff by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in the ECU Equal Employment Opportunity Plan and/or the procedures in the Notice of Nondiscrimination Policy.

Section VI. Grievances Against
East Carolina University Faculty Members or Administrators Holding Faculty Status
Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators, or visitors ordinarily are governed by the grievance procedures stated in the Grievance Procedures for Complaints of Unlawful or Prohibited Harassment, Discrimination or Improper Relationships Brought Against East Carolina University Faculty Members or Administrators Holding Faculty Status in the ECU Faculty Manual except complaints filed by an East Carolina University SPA employee, which are governed by the grievance procedures presented in
the ECU Mediation and Grievance Procedure for SPA Employees in the University Policy Manual and/or the procedures in the Notice of Nondiscrimination Policy.

Section VII: Disciplinary Action
See Grievance Procedures for Complaints of Unlawful or Prohibited Harassment, Discrimination or Improper Relationships Brought Against East Carolina University Faculty Members or Administrators Holding Faculty Status in the ECU Faculty Manual for the policies and procedures governing disciplinary actions that may be taken against faculty members who violate these policies.

Any person having a complaint of sexual harassment should contact LaKesha Alston, Associate Provost for Equity and Diversity and Title IX Coordinator, Office for Equity and Diversity, G-406 Old Cafeteria Building. Telephone 252-328-6804. Internet: www.ecu.edu/oed.

APPENDIX D: East Carolina University Substance Abuse Policy

East Carolina University is dedicated to the pursuit and dissemination of knowledge and, as such, expects all members of the academic community to behave in a manner conducive to that end. The highest standards of personal and professional conduct must be maintained by faculty, staff, and students. Illegal or abusive use of drugs or alcohol, referred to in this policy as substance abuse, by members of the university community adversely affects the mission of the university and is prohibited.

Accordingly, the East Carolina University Board of Trustees adopts the following policy, consistent with The UNC Board of Governors' Policy on Illegal Drugs. The policy is intended to accomplish the following:

- prevent substance abuse through a strong educational effort;
- encourage and facilitate the use of counseling services and rehabilitation programs by those members of the academic community who require their assistance in stopping substance abuse; and
- discipline appropriately those members of the academic community who engage in illegal drug or alcohol related behaviors.
Educational Efforts to Prevent Substance Abuse
In keeping with its primary mission of education, East Carolina University will conduct a strong educational program aimed at preventing substance abuse and illegal drug or alcohol use. Educational efforts shall be directed toward all members of the academic community and will include information about the incompatibility of the use or sale of illegal substances with the goals of East Carolina University; the health hazards associated with illegal drug or alcohol use; the incompatibility of substance abuse with the maximum achievement of educational, career, and other personal goals; and the potential legal consequences of involvement with illegal drugs or alcohol.

Counseling and Rehabilitation Services to Prevent Substance Abuse
Those faculty, staff, or students who seek assistance with a substance abuse related problem shall be provided with information about drug counseling and rehabilitation services available through East Carolina University and also through community organizations. Those who voluntarily avail themselves of university services shall be assured that applicable professional standards of confidentiality will be observed.

Disciplinary Actions to Prevent Substance Abuse
Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5 of Chapter 90 of the North Carolina General Statutes.

Any member of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the university. It is expected that East Carolina University students, faculty members, administrators, and other employees who use or possess alcoholic beverages will do so as legally prescribed by the laws of the State of North Carolina, within the regulations of East Carolina University, and in a manner which does not disrupt the lives of others.

A person whose conduct is outside these parameters will be subject to the judicial rules and procedures of the university. It is not "double jeopardy" for both the civil authorities and the university to proceed against and punish a person for the same specified conduct. The university will initiate its own disciplinary proceedings against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the university.

Penalties will be imposed by the university in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Appendix D, Tenure and Promotion Policies and Procedures of ECU, by board of governors' policies applicable to the employees exempt from the State Personnel Act, by the East Carolina University Student Judicial System, and by regulations of the State Personnel Commission.

The penalties to be imposed by the university may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

a. Trafficking in Illegal Drugs
(1) For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, NC General Statutes 90-89, or Schedule II, NC General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

(2) For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, NC General Statutes 90-91 through 90-94, (including but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

b. Illegal Possession of Drugs
(1) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, NC General Statutes 90-89, or Schedule II, NC General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.

(2) For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, NC General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the chancellor or the chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation.

(3) For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators, or other employees.

Possession and Use of Alcohol
(1) For offenses involving the illegal possession, use, sale, and/or distribution of alcohol in violation of NC General Statutes 18B-300 & 12B-301 & 302; 18B-1006(a); or Greenville Ordinance No. 812-1-2, a student will be subjected to a progressive penalty system based on the type of infraction and the circumstances involved. Penalties may be warning, probation, fine, volunteer community service, and/or removal from the residence system or the university.

(2) In certain circumstances, involvement in an alcohol education and/or counseling program may be offered to a student in lieu of being referred to the Honor Board with a recommendation for suspension. Specifically, a student given this option will be required to participate in a program of assessment, education, and counseling; pay a fee of sixty dollars, and be placed on university probation. A student may participate in this program only once in lieu of disciplinary action.

(3) University employees subject to the State Personnel Act may be disciplined in accordance with the rules and regulations for personal misconduct, i.e., final written warning, which may include a three day suspension without pay, or dismissal.

When a student, faculty member, administrator, or other employee has been charged by the university with a violation of policies concerning illegal drugs or alcohol, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the chancellor or, in the chancellor's absence, the chancellor's designee concludes that the person's continued presence within the university community would
constitute a clear and immediate danger to the health or welfare of other members of the university community, provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

In the case of employees, anyone convicted of a criminal drug statute violation occurring in the work place shall notify the university no later than five days after such a conviction. The university will commence disciplinary action against such an individual within thirty days of notice of the conviction.

Responsibilities Under This Policy
Authority to implement the policy shall reside in the chancellor. The chancellor shall designate a coordinator of drug and alcohol education, who shall, acting under the authority of the chancellor, be responsible for overseeing all actions and programs relating to this policy.
All employees and students shall be responsible for abiding by the provisions of this policy.
In the case of employees, adherence with the provisions of the policy shall be a condition of employment. The chancellor will render an annual report to the board of trustees on the effectiveness of this policy.

Dissemination of This Policy
A copy of this policy shall be given annually to each employee and to all new employees at the beginning of their employment. Each student shall receive a copy and new students shall be given a copy during orientation. The policy shall be printed in appropriate student documents and posted on official bulletin boards of the university.

Appendix E: Additional Policies

ADA STATEMENT
East Carolina University seeks to fully comply with the Americans with Disabilities Act. Students requesting accommodations based on a covered disability must go to the Department of Disability Services, located in 138 Slay, to verify the disability before any accommodations can occur. The telephone number is 252-328-6799. [http://www.ecu.edu/cs-studentlife/dss/](http://www.ecu.edu/cs-studentlife/dss/)

ACADEMIC INTEGRITY STATEMENT
Academic integrity is expected of every East Carolina University student. Academic honor is the responsibility of the students and faculty of East Carolina University. Consult the ECU website for questions, guidelines, appeals, and other information: [http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm](http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm). If the above link is active, this link will prove helpful: [http://www.ecu.edu/PRR/11/30/01/](http://www.ecu.edu/PRR/11/30/01/)

Academically violating the ECU Student Honor Code consists of the following:

1. **Cheating.** Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
2. **Plagiarism.** Copying the language, structure, ideas, and/or thoughts of another and adopting same as one’s own original work (Example: Cutting and pasting any internet passage into a paper or exam)
3. **Falsification.** Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
4. **Attempts.** Attempting any act that, if completed, would constitute an academic integrity violation as defined herein.

**POLICY ON DISRUPTIVE BEHAVIOR**
East Carolina University is committed to providing each student with a rich, distinctive educational experience. To this end, students who do not follow reasonable standards of behavior in the classroom or other academic setting may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a grade of “drop” according to university policy and are eligible for tuition refund as specified in the current tuition refund policy.

**FINAL EXAM STATEMENT**
Final examinations will be held at the close of each term in all courses. There will be no departure from the printed schedule of examinations. Changes for individual emergencies of a serious nature will be made only with the approval of the instructor, the student’s major chairperson, director, or dean. The departmental chairperson, school director, or the college dean will, if a serious emergency is believed to exist, forward a written request to the Office of the Registrar, setting forth the nature of the emergency. A student who is absent from an examination without an excuse may be given a grade of “F” in the course. The instructor may issue an incomplete (I) in the case of a student absent from the final examination who has presented a satisfactory excuse or an official university excuse from the Dean of Students or his/her designee. [http://www.ecu.edu/cs-acad/ugeat/regulations.cfm]

**OBSERVANCE OF RELIGIOUS HOLIDAYS STATEMENT**
Students will not be penalized for missing a class or examination due to the observance of a religious holiday. A written statement must be submitted to the instructor prior to the end of the second class meeting if any schedule conflicts exist.

**CONTINUITY OF INSTRUCTION STATEMENT**
In the event that ECU classes are suspended due to a pandemic, inclement weather conditions, or other catastrophe, I will strive to continue to provide instruction to those who are able to participate. In the case of suspension of face-to-face classes, you will receive an email from me as well as a Blackboard Announcement that details how we will communicate, where you can locate course information, and what you can expect during this time period. I realize that some of you who are directly affected by the event will not be able to participate, but I will continue to provide instruction to those who are able to receive information via the Internet. [http://www.ecu.edu/cs-acad/eai/continuity.cfm]