



**Master of Social Work Program
Student Handbook
2024-2025**

Student Handbook	1
SECTION I: EU MSW PROGRAM	5
Welcome!	5
Social Work Department at Eastern University - History	5
Philosophy of Social Work Practice and Education	6
Program Mission	7
Program Goals	7
Competencies of the MSW Program	8
Competency 1: Demonstrate Ethical and Professional Behavior	8
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	8
Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	9
Competency 4: Engage In Practice-informed Research and Research-informed Practice	9
Competency 5: Engage in Policy Practice	9
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	9
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	10
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	10
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities	10
SECTION II: MSW CURRICULUM	11
EU MSW Program Options	11
Regular Standing Track (60 credits)	11
Advanced Standing Track (30 credits)	11
Internship	11
Generalist Year Curriculum (Year 1)	11
Specialist Year Curriculum (Year 2 and Advanced Standing)	12
MSW Courses and Descriptions	12
Information Technology	16
SECTION III: ADMISSION POLICIES AND PROCEDURES	16
Admission to the MSW Program	16
Admissions Requirements	16
• Regular Standing Track	16
• Advanced Standing Track	16
EU Admission to Graduate Program Policy:	17
Leave of Absence	18
Readmission Policies	19
Transfer Students/Evaluation of Previous Learning	19
Financial Aid, Grants, and Scholarships	19
SECTION IV: ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES	21
Academic Performance Criteria	21
Grade Point Average	21
Grading	21
Time Limit	21
Course Repeat Policy	21

Incomplete Grade Policy	22
Grade/Evaluation Action Appeals Process	22
Procedure	22
Academic Appeals and Grievances	23
Academic Petitions (Request for Exception to Policy)	23
Dismissal of an Enrolled Student	24
Dismissal	24
Appeal of Dismissal	24
Penalties and Procedures for Late Submissions	24
Low Flex Courses	24
Medium Flex Courses	24
High Flex Course	25
Requesting an Extension	25
Academic Integrity Policy and Procedure	25
Expectations for Faculty	25
Expectations for Students	25
Tiers of Academic Dishonesty	26
Academic Penalties for Academic Dishonesty	27
Process for Adjudicating Academic Dishonesty	27
Appeals Procedure	27
Student Rights	27
Professional Performance Criteria	28
Professional Performance	28
Accommodations for Students with Disabilities Policy	28
Policy on Reporting Sexual Violence (Title IX of the Educational Amendment of 1972)	29
Student Participation in Program Governance	29
SECTION V: ACADEMIC AND PROFESSIONAL ADVISING	29
Academic and Professional Advising	29
SECTION VI: ADDITIONAL INFORMATION	30
Resources for Professional Development	30
Professional Organizations	30
National Association of Social Workers (NASW)	31
Council on Social Work Education (CSWE)	31
National Association of Puerto Rican Hispanic Social Workers (NAPRHSW)	31
National Association of Black Social Workers (NABSW)	31
North American Association of Christians in Social Work (NACSW)	32
Licensure	32
Cushing Center for Counseling and Academic Support (CCAS)	32
FACULTY & STAFF	32

SECTION I: EU MSW PROGRAM

Welcome!

Welcome to the MSW Program of Eastern University (Eastern)! We look forward to working with you to discover the ways your gifts and talents can contribute to you becoming a professional social worker.

The *Student Handbook* will assist you in becoming a part of the Social Work Department. It contains information about the social work profession, social work education, and the policies and procedures governing social work education here at Eastern. Even the most complete handbook cannot tell the whole story. We are glad you are here to learn more about social work at Eastern. After reviewing this handbook, please feel free to ask questions. Social work faculty are available to discuss your educational and vocational direction and your needs so that you can make the most of the educational opportunities available to you at Eastern.

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Social Work Department at Eastern University - History

The Social Work Department is a part of the College of Health and Sciences and is located at the university's main campus in St. David's, Pennsylvania. The Bachelor of Social Work (BSW) Program (Social Work Major) was established at (then) Eastern College in 1969 as a Bachelor of Arts (B.A.) program in the Department of Anthropology and Sociology and under the title "Social Welfare Major." It was begun because a substantial number of students who were selecting the Sociology Major were interested in preparing for a career in social work. In 1971, the Social Work Major was "approved" and, in 1974, "accredited" by the Council on Social Work Education (CSWE: the national organization that accredits baccalaureate and master's degree programs in social work). It is one of about 706 programs nationwide and one of two founding members of the (now) Council for Christian Colleges and Universities to have been continuously accredited by CSWE since 1974, the earliest year that accreditation was available at the baccalaureate level. As a result of growth in the number of students and faculty, the Social Work Department was established separately in 1977. In the same year, Eastern was authorized by the Commonwealth of Pennsylvania to award the Bachelor of Social Work degree (BSW) to students completing the Social Work Major.

In 2001 in response to growth in the number of graduate degrees being offered and expansion of international programs, Eastern was granted university status. At this time a partnership was established between the Hispanic Clergy Association and the president of Eastern University in order to develop educational opportunities for Latino residents in north Philadelphia. By 2005 Esperanza College was accredited as a branch campus of Eastern University, received Title V funding, and was designated a Hispanic Serving Institution (HSI), the only one in Pennsylvania.

In Spring 2009, the Eastern University Social Work Department began offering two introductory social work courses as a part of an AA program in Community and Human Services at Esperanza College with the hopes of providing a pathway to the BSW for interested students. In addition to the Eastern University mission statement of integrating faith, reason, and justice, Esperanza College added the importance of "...appreciating the values of Latino cultures that lead to the enhancement of the spiritual, social, and economic well-being of the individual, the family, and the community."

For the first couple of years several Esperanza College students enrolled in the BSW program at the St. Davids campus. It became clear that most of the students were working adults who preferred to be closer to work and their community and students advocated for a BSW program at Esperanza College. In July 2013, the BSW program was expanded to Esperanza College as an evening program and was limited to a cohort of 15 students entering every July. This was in keeping with the established BSW program that limits social work practice classes to 15 students to provide close mentoring and socialization into the social work profession. Since the expansion, the Eastern University Social Work Program had been graduating approximately 30 BSW students every year. In 2020, this program moved to the City Ave. Campus and in 2021, was put on hold to determine the best next steps with this offering and to focus on the Master of Social Work Program.

In 2021, the Master of Social Work Program (MSW Program) was developed and accepted its first cohort of students in an online asynchronous format. In March 2024, the MSW Program was granted full accreditation by the Council on Social Work Education. The MSW Program prepares students to be specialist social work practitioners whose practice is not only grounded in Eastern's philosophical underpinnings of faith, reason, and justice, but also combines a trauma and spiritually informed approach.

Philosophy of Social Work Practice and Education

Eastern's social work faculty believe that social workers empower and facilitate the helping process by establishing mutual helping relationships. For over forty years, the social work faculty has designed and refined an educational process consisting of advising-admission and curricular components that provides a developmental process for students to learn to become a social worker. Valuing the dignity and worth of each individual, identifying strengths, and approaching students with cultural humility are some of the ways in which faculty model the characteristics of the helping process. As teacher-scholars, social work faculty are constantly

exploring and integrating new material on trauma and resilience, neurobiology, sustainability, etc. This philosophy shapes the way social work education takes place at Eastern. Students should be familiar with the purpose of the social work profession, as stated by several national social work organizations.

From the Council on Social Work Education (CSWE):

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of life for all persons, locally and globally. To fully realize our commitment to social justice, social workers must engage in anti-racist, culturally responsive social work practice at the individual, family, group, organizational, community, research, and policy levels, informed by the theories and voices of those who have been marginalized. In an ever-shifting social and environmental context, social work is agile, responsive, and generative (CSWE, 2021).

From the National Association of Social Workers (NASW):

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- *Service*
- *Social justice*
- *Dignity and worth of the person*
- *Importance of human relationships*
- *Integrity*
- *Competence.*

Students may review the [NASW Code of Ethics](#) here.

Program Mission

The MSW program at Eastern prepares students to be competent advanced social work practitioners who are knowledgeable, skilled, and compassionate representatives of God's mercy and justice in meeting common human needs with particular attention to vulnerable and oppressed populations and communities in a globally interconnected world.

Program Goals

1. **Foundational Knowledge:** To prepare competent, advanced social workers for practice with diverse individuals, families, groups, organizations, and communities.
 - a. Utilize conceptual frameworks to guide assessment, intervention, and evaluation in practice

- b. Apply knowledge of social work practice and methods to engage, assess, intervene with, and evaluate diverse individuals, families, groups, organizations, and communities
2. Ethics and Justice from a Christian Perspective: To educate students about the values and ethics of the profession and to ethically integrate a Christian perspective embodying empathy, justice, and the dignity and worth of each person.
 - a. Demonstrate a thorough understanding of the NASW Code of Ethics and its implications for the life of a professional social worker
 - b. Demonstrate a thorough understanding of the identity, values, and professional conduct of the Social Work Profession. Integrate a Christian perspective of empathy, justice, and the dignity and worth of every person in all practice areas: micro, mezzo, and macro.
3. Critical Analysis and Scientific Inquiry: To educate students to use critical analysis and scientific inquiry to develop a social work knowledge base and skills.
 - a. Evaluate practice models using evidence and research findings to improve practice, policy, and service delivery.
 - b. Use scientific inquiry to engage in research-informed practice and practice-informed research.
4. Lifelong Learning, Professional Leadership, Commitment to Service: To prepare competent advanced social workers to pursue lifelong learning, professional leadership, and a life of service.
 - a. Demonstrate an understanding of the importance of lifelong learning.
 - b. Synthesize knowledge gained in classroom and field into professional leadership and commitment to service that advances human rights and social/economic justice.

Competencies of the MSW Program

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. (CSWE, 2022, p. 8)

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities

are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. (CSWE, 2022, p. 9).

Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. (CSWE, 2022, p. 9)

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources (CSWE, 2022, p. 10).

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. (CSWE, 2022, p. 10)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social

workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate (CSWE, 2012, p. 11)

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are selfreflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. (CSWE, 2022, p. 11).

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings (CSWE, 2022, p. 12).

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness (CSWE, 2022, p. 12)

SECTION II: MSW CURRICULUM

The MSW curriculum is crafted to equip students with the foundational values, knowledge, and skills needed to become proficient social work practitioners. It emphasizes the values and ethics of the profession, focusing on respect for human diversity and social and economic justice, which guide both practice and knowledge acquisition. The curriculum at Eastern University is structured to facilitate a developmental progression through a series of courses, culminating in an internship experience that integrates theory with practice. These internships enable students to apply their knowledge in real-world settings, enhancing their practical skills. Additionally, the curriculum is designed to be integrative, with values, knowledge, and skills being revisited and reinforced in each course throughout the program.

EU MSW Program Options

Students enrolled in the EU MSW Program are required to complete either a 60 credit (Regular Standing Track) for those without an undergraduate degree in social work or students with an undergraduate degree in social work who do not meet the qualifications for the Advanced Standing Track) or a 30 credit (Advanced Standing Track) for those who hold an earned undergraduate social work degree and meet the qualifications for Advanced Standing). Both the Regular Standing Track and the Advanced Standing Track are 100% online programs with the exception of the internship. Courses are offered via the Learning Management System (LMS) Brightspace. Course Progression Maps are included below.

Regular Standing Track (60 credits)

The Regular Standing Track is open to all applicants who hold an undergraduate degree in any field. This program is year round. Students enrolling in the 60 credit program must complete:

- 60 Credit Hours of Required Coursework
- 400 Internship Hours in the Generalist Internship
- 500 Internship Hours in the Specialization Internship

Advanced Standing Track (30 credits)

Applicants who hold an undergraduate social work degree from a CSWE-accredited institution in the last five (5) years with an overall GPA of 3.0 higher on a 4.0 scale may qualify for advanced standing status. This program is year-round. Students enrolled in the 30 credit program must complete:

- 30 Credit Hours of Required Coursework
- 500 Internship Hours in the Specialization Internship

Internship

Internship Courses require 400 hours in the Generalist Year and 500 hours in the Specialist Year. Internships will be arranged with the approval of the MSW Internship Director. More specific information is provided in the Internship Manual.

Generalist Year Curriculum (Year 1)

Generalist courses offer key areas of knowledge foundational for the specialist courses. The generalist courses encompass an introduction to the profession and include an emphasis on diversity, the person-in-environment perspective, as well as the mission, values, and ethics of social work. The courses include a focus on social work practice with individuals, families, groups, organizations, and communities as well as on human behavior in the social environment, policy practice, and research. Also, essential to the generalist year is one internship across four terms. (All courses are 3 credits unless otherwise specified.)

- SOWK 501: Generalist Social Work Practice
- SOWK 510: Human Diversity and Social Justice
- SOWK 520: Human Behavior in the Social Environment
- SOWK 540: Generalist Practice in Organizations
- SOWK 560: Social Welfare Policy
- SOWK 561: Generalist Practice with Individuals and Families
- SOWK 562: Generalist Practice with Groups and Communities
- SOWK 571: Generalist Field Practicum I (sections a/b 1.5 credits each)

- SOWK 572: Generalist Field Practicum II (sections a/b 1.5 credits each)
- SOWK 581: Social Work Research

Specialist Year Curriculum (Year 2 and Advanced Standing)

The specialist year of the MSW program emphasizes a trauma-informed approach. This phase is tailored to equip students with advanced practice skills for working with individuals, families, groups, communities, and organizations, incorporating a comprehensive study of trauma's impact on policy, research, and practice. It also includes a strengths-based perspective on resilience and spirituality. An integrated internship experience spanning four terms allows students to apply their coursework in practical settings. (Note: All courses are 3 credits unless otherwise specified.)

- SOWK 600: Social Work Bridging Course (Only for Advanced Standing)
- SOWK 630: Differential Assessment
- SOWK 632: Social Work Licensure (Only required for Regular Standing MSW Program Students)
- SOWK 640: Trauma, Resilience, and Spirituality
- SOWK 641: Trauma Informed Policy
- SOWK 642: Trauma Informed Research
- SOWK 661: Advanced Practice with Individuals
- SOWK 662: Advanced Practice with Groups, Communities, and Organizations
- SOWK 663: Advanced Practice with Families
- SOWK 671: Advanced Field Practicum I (sections a/b 1.5 credits each)
- SOWK 672: Advanced Field Practicum II (sections a/b 1.5 credits each)

[Link to MSW Academic Planning Guide](#)

The Master of Social Work program does not result in state licensure. Licensure is issued by each individual state. The name of the license and the requirements are determined by each state. We encourage students to verify the requirements of their own state authorizations in regards to licensing.

MSW Courses and Descriptions

SOWK 501: Generalist Social Work Practice:

This course provides an introduction to the foundational knowledge, skills, and values essential for social work practice. Students will learn how social workers identify strengths and employ a problem-solving process to address individuals' needs within their social contexts. Emphasis will be placed on self-awareness and personal beliefs as students prepare to establish professional helping relationships within social agencies. Basic practice principles will be explored through reading assignments, case studies, and classroom lectures. There are no prerequisites for this course.

SOWK 510: Human Diversity and Social Justice:

Historically, the United States has prided itself as a "melting pot," a nation made up of various distinct ethnic, racial, and cultural groups. More recently, the concept of the "salad bowl" has emerged, reflecting a diverse yet cohesive society. This course will investigate the similarities and differences among individuals and groups within our society. We will examine factors such as lifestyle development, sex and gender, sexual orientation, race, ethnicity, nationality, culture, religion, physical and mental ability, and socioeconomic status. The course will explore the experiences of individuals and groups based on these factors, focusing on their social interactions with each other, with majority groups, and the dynamics of these interactions. Students will learn to use this knowledge to inform practice by developing skills and strategies rooted in strength and empowerment, with particular attention given to values within a Christian worldview. Instructional materials will include reading assignments, videos, students' life experiences, and classroom lectures.

SOWK 520: Human Behavior in the Social Environment:

The purpose of this course is to deepen understanding of the biological, psychological, sociological, spiritual, and cultural factors that influence human development and social interaction, forming a foundational knowledge base for social work practice with individuals, families, groups, organizations, and communities. Students will use these factors to examine individual development across the lifespan and the individual's role within various social systems. The integration of these factors will inform interventions within social environments. The course will also emphasize Christian faith development as a key component.

SOWK 540: Generalist Practice in Organizations:

This course builds on the exploration of social work agencies initiated in SOWK 501: Generalist Social Work Practice. To deepen their understanding of organizational dynamics within social work settings, students will use their internships as case studies. The course will focus on several key themes: the diverse ways in which social work agencies are organized to fulfill their mission and functions; the impact of the agency on its social workers and clients; and the influence that social workers and clients have on the agency.

SOWK 560: Social Welfare Policy:

This course introduces the history of social welfare policy, services, and the social work profession. It examines contemporary social welfare issues and the underlying rationale and values that inform various approaches. Key areas of focus include child welfare, environmental and social justice, healthcare, mental health, poverty, and services for the aging population. Students will analyze U.S. policies and programs through a strengths-based perspective, with a strong emphasis on civil rights, social justice, and social change.

SOWK 561: Generalist Practice with Individuals and Families:

This course builds on the generalist foundation of social work practice by focusing on interpersonal practice with individuals and families, while also incorporating community, organizational, and policy contexts essential for effective social work. It integrates knowledge of diversity, cultural competence, social justice, and social change from previous courses and leverages insights gained from concurrent internship experiences. The course will cover ethics and values and explore how race, culture, ethnicity, gender, sexual orientation, spirituality, and ability influence interpersonal dynamics in practice.

SOWK 562: Generalist Practice with Groups and Communities:

This course continues the exploration of macro social work initiated in SOWK 540: Generalist Practice with Organizations. It is divided into two parts: 1) understanding group dynamics and leadership, and 2) applying these dynamics in a community context. The first part focuses on understanding group functioning and dynamics, while the second part applies these skills to community and neighborhood settings. Students will apply the knowledge gained in the course during their internship, where they will practice and refine their skills in real-world contexts. **Co-requisite:** SOWK 572.

SOWK 571-572: Generalist Field Practicum I & II:

The internship experience is a cornerstone of social work education, offering students the chance to apply classroom learning in a supervised social work setting under the guidance of experienced practitioners. The 400-hour generalist internship takes place in a social work agency or similar host setting, where students undertake entry-level direct-service responsibilities. The internship placement is arranged in the semester prior to the start of the internship, in consultation with the MSW Internship Director. To be eligible for the internship, students must maintain a minimum GPA of 3.0. This course is graded on a pass/fail basis. **Co-requisites for SOWK 571:** SOWK 561; **Co-requisites for SOWK 572:** SOWK 562

SOWK 581: Social Work Research:

This course introduces scientific methods of inquiry relevant to direct-service social work practitioners. It focuses on evaluating and interpreting research findings, research design and implementation, basic statistical measures, service delivery evaluation, and the assessment of one's own practice. The course also addresses the impact of human diversity on research design and interpretation and the ethical considerations of the research process.

The course is organized around the relationship between research and social work practice and emphasizes three main elements: 1) Introduction to Research Fundamentals: The course provides a foundational understanding of the knowledge and skills necessary for designing, evaluating, and utilizing social work research. 2) Application of Research Principles: It helps students learn how to apply research principles from both agency and practitioner perspectives. 3) Development of Research Skills: The course aims to enhance students' ability to use research effectively, evaluate their own practice, and contribute as competent members of research teams.

SOWK 600: Social Work Bridging Course:

This course provides the knowledge, skills, and values necessary for specialist social work practice, building upon the foundational generalist practice knowledge acquired in the BSW program. It surveys theories of human behavior, policy, research, and practice to address the needs and strengths of at-risk populations. The course aims to enhance students' ability to think critically about social work practice at the micro, mezzo, and macro levels. Students will learn to articulate the generalist social work practice model, including its roles and functions, and demonstrate a comprehensive understanding of all practice levels. Additionally, students will develop the ability to critically evaluate and synthesize empirical research to support evidence-based practice and policy.

SOWK 630 Differential Assessment:

The Differential Assessment course equips students with the skills to diagnose, classify, and assess mental disorders, enabling them to conduct objective evaluations of symptom presentations in their internship experiences. As an advanced clinical course, it aims to enhance students' assessment, diagnosis, and treatment skills using a risk and resilience bio-psycho-social-spiritual framework to understand mental, emotional, and behavioral disorders more comprehensively. The course employs a trauma-informed lifespan approach and integrates critical thinking, evidence-based practice, a strengths-based perspective, and core social work values (such as the worth and dignity of individuals and a focus on the person-in-environment) into the clinical process of assessing and diagnosing clients.

SOWK 632: Social Work Licensure:

This self-paced, asynchronous online course prepares master's-level students for the ASWB licensing application and examination process. It aims to enhance students' knowledge and alleviate concerns about licensing and social work regulation. Through engaging with each module, students will explore the history of social work education and licensure, understand licensure regulations, and navigate the application process for the licensing exam.

SOWK 640: Trauma, Resiliency, and Spirituality:

This course examines human suffering following trauma and explores the role of spirituality in fostering resilience and healing. Students will investigate various types of trauma, strategies for intervening with traumatized clients at both micro and macro levels, and the significance of self-care for both practitioners and clients in managing primary and secondary trauma. The course will also cover the meaning-making model of spirituality for assessing and intervening with traumatized individuals. Special emphasis will be placed on ethical considerations, cultural competence with traumatized clients, and a trauma-informed perspective rooted in strengths and resilience. Additionally, the course will address how clients can develop resilience and cope with the after-effects of trauma.

SOWK 641: Trauma Informed Policy:

This specialized practice course focuses on the human experience of trauma. Students will explore various types of trauma and intervention strategies at the micro, mezzo, and macro levels, as well as policy development. Emphasis will be placed on ethical and core values, the social work profession's knowledge base, a trauma-informed perspective, and the development of specialized practice policies for individuals, families, groups, communities, and organizations.

SOWK 642: Trauma Informed Research:

This specialized practice course prepares students to apply scientific methods of inquiry to the human experience of trauma. It emphasizes the evaluation and interpretation of research findings, research design, and the assessment of service delivery and students' own practice. The course also explores the implications of human diversity for individuals, families, groups, communities, and organizations. The central theme of the course is the intersection between specialized social work practice and trauma-informed research.

SOWK 661: Advanced Practice with Individuals:

This course builds upon the Generalist Practice curriculum (SOWK 561) and focuses on advanced direct social work practice with individuals, emphasizing assessment, diagnosis, treatment, and evaluation. It utilizes various theoretical models to understand human behavior and to plan, implement, and evaluate change. Theoretical approaches covered include Cognitive-Behavioral Therapy (CBT), Motivational Interviewing (MI), Narrative, and others each offering specific knowledge and skills for individual assessment, diagnosis, and treatment. The course places particular emphasis on the person-in-environment perspective, cultural competence, and the ethics and values of social work. A key component of the course is the integration of research-informed practice and practice-informed research for selecting appropriate interventions and evaluating practice outcomes.

Co-requisite: SOWK 671.

SOWK 662: Advanced Practice with Groups, Communities, and Organizations:

Building upon SOWK 562 (Generalist Social Work Practice with Groups and Communities), this course deepens the knowledge required to work collaboratively with various types of groups, including task, educational, self-help, committees, boards, and treatment groups. Utilizing a strengths-based paradigm, students will develop and practice group leadership skills with diverse clients, both in the classroom and during their concurrent internship experience. The course emphasizes the beginning, leading, and terminating of groups, and addresses issues such as mutual aid, empowerment, social and economic justice, and group practice with at-risk populations. Additionally, students will examine the evaluation of group outcomes using both qualitative and quantitative methods.

SOWK 663: Advanced Practice with Families:

Building upon SOWK 561 (Generalist Social Work Practice with Individuals and Families), this course enhances students' knowledge for working with families in diverse practice settings. It applies earlier theories to the processes of engaging, assessing, intervening, and evaluating family practice, focusing on strategies that bolster family strengths and promote justice for oppressed groups. The course emphasizes the impact of social systems on family functioning and aims to guide families from a problem-focused approach to optimal functioning. The course provides students the opportunity to apply their learning in the internship setting, using these experiences to refine their critical thinking and practice skills in preparation for professional practice as MSW graduates. **Co-requisite: SOWK671 Advanced Social Work Field Internship**

SOWK 671-672: Advanced Field Practicum I & II (3 sem. hrs. each): The internship experience is a cornerstone of social work education, offering students the chance to apply classroom learning through 500 hours of supervised practice under the guidance of experienced social work practitioners. This internship takes place in a social work agency or similar host setting, where students assume intermediate to advanced direct-service responsibilities. Placement is arranged in the semester prior to the internship, in consultation with the Internship Director. The course is graded on a pass/fail basis.

Information Technology

Information Technology is used to enhance our program. Students should have access to a computer with internet access during their time in the program. Almost all of the courses offered in the EU MSW Program are asynchronous (which means that students work at their pace as designed by the course instructor). Generalist Field Practicum I & II (SOWK 571-572) and Advanced Field Practicum I & II (SOWK 671-672) are courses that require 1 hour per week of synchronous (meaning that all students "meet" for the class at an assigned time) meeting time. Students entering the program should have basic computer skills, and should be prepared to learn

using the resources offered by EU. The EU MSW Program utilizes D2L Brightspace (Brightspace) as our online learning management system (LMS). All students will need to learn how to use the LMS effectively. Training in the use of the LMS is available through our Center for Teaching, Learning, and Technology (CTLT). The EU MSW program uses Zoom which allows faculty to utilize online video and audio sessions. Students will be asked to use Zoom to participate in their classes and meetings. Each student has a Zoom account provided by EU. Students also can gain access to office.com and EU's license of the Microsoft Office Products. Students are also provided with a google drive through their Eastern email address.

Please contact the Information Technology Department at EU with technology questions and concerns. The following information may be useful:

[Eastern University IT Web Help Desk](#)

Phone: (484) 823 - 0121

Email: helpdesk@eastern.edu

[Eastern University Brightspace](#)

Email: brightspace@eastern.edu

[Brief Tutorial](#)

[Navigating Brightspace Learning Environment For Learners](#)

SECTION III: ADMISSION POLICIES AND PROCEDURES

Admission to the MSW Program

Application for admission is required of those students interested in completing the Master of Social Work (MSW) Program. Admission to the Eastern University Social Work program is a competitive process. All applicants are reviewed by the MSW Admissions Committee made up of MSW Program Faculty.

Admissions Requirements

- **Regular Standing Track**

- To be admitted students will need to:
 - Have earned a bachelor's degree from an accredited university
 - 2.5 GPA or higher
 - [2 References](#) (1 academic reference and 1 professional reference)
 - Essay (Part I: Personal Statement, 500-750 words; Part II: Topic of personal passion related to social work and social justice, 500-750 words)
 - Resume/Curriculum Vitae
 - Complete an MSW Interview with MSW Faculty Member
 - Submit official transcripts from higher education.
 - GRE is not required.

- **Advanced Standing Track**

- Applicants qualified for the Advanced Standing Track may enter in the Fall or Spring terms to complete the MSW Program in one year. To be admitted into the Advanced Standing Track at Eastern University applicants must:
 - Have earned a BSW from a CSWE accredited school, an International Social Work degree recognized by CSWE's International Social Work Degree of Recognition and Evaluation Services, or one covered under a memorandum of understanding with international social work accreditors. Students must have completed the BSW no more than five years from the first day of beginning MSW coursework.
 - 3.0 GPA or higher.
 - [2 References](#) (1 academic reference and 1 professional reference)
 - Essay (Personal Statement, 500-750 words; Topic of personal passion related to social work and social justice, 500-750 words)
 - Resume/Curriculum Vitae
 - Complete an MSW Interview with MSW Faculty Member
 - Submit official transcripts from higher education.
 - GRE is not required.

EU Admission to Graduate Program Policy:

To be admitted to any graduate program, the applicant must meet the following academic criteria:

- Possess a bachelor's degree in any field from an institutionally accredited college or university. If the bachelor's degree was earned outside the United States, the program of study must be equivalent to a four-year U.S. baccalaureate degree program.
- Have an overall undergraduate grade-point average of at least a 2.5 (professional/state requirements may require a higher standard for specific graduate programs).
- Ability to appropriately use contemporary technology tools for communication and online learning as indicated by the signed Disclosure of Online Learning Expectations form.
- Specific programs may require interviews, essays, letters of recommendation, or other supplementary information prior to making admissions decisions. Undergraduate foundation courses may be required for graduate students who do not have adequate preparation to benefit from the graduate courses offered.
 - MSW Admissions Interview: When the applicant's file is complete, the Enrollment and Admissions Office notifies the Department of Social Work's Administrative Operations Coordinator who notifies the candidate that the MSW Admissions Committee will schedule an

interview. The interview focuses on the applicant's interest and experience in the social work profession and their capacity and readiness for education for advanced generalist social work practice. The interview is based, in part, on the materials submitted by the applicant and also on the insight drawn from the information the candidate shares with the faculty interviewer

- During the MSW Admissions Interview MSW Faculty assesses the following criteria:
 - **Physical health:** A student should be capable of the activity frequently required of social workers. In addition to a rigorous academic schedule, students are expected to balance internship and class.
 - **Emotional health:** A student should have the capacity to deal effectively with emotional stress both in themselves and in others and have resolved past conflicts to the degree that they do not interfere with helping others.
 - **Capacity for the development of relationships:** A student should be able and willing to develop meaningful, ongoing relationships with people and have the capacity to apply this to the development of professional relationships.
 - **Capacity for communication:** A student should be able to analyze and share their ideas and feelings orally and in writing.
 - **Capacity to identify and deal with conflicting value assumptions:** A student should be able to identify their own personal values within a Christian context and be open to struggling with issues as they arise. In addition, a student should possess the ability to work with people in settings where beliefs and practices may conflict with the student's personal value system.
 - **Academic ability and achievement:** A student should possess good intellectual ability, including the capacity to think conceptually. To be admitted to the 2-Year MSW Program, students are expected to have completed a bachelor's degree with a GPA of at least a 2.5 from a regionally accredited institution.
 - **Maturity of vocational choice:** A student should have a growing understanding of what a generalist social work professional is and of what is expected of an advanced social work professional. They should also demonstrate a maturing interest in and commitment to the social work profession.
 - **Capacity for professional education:** Students should possess the capacity for self-directed initiative and ownership of their educational experiences.
- The MSW Faculty Interview Report is prepared and shared with the MSW Admissions Committee for consideration. The report includes a recommendation to: enthusiastically recommend, recommend, recommend with reservations, or do not recommend.
- The MSW Admissions Committee provides input and votes to admit or not admit.

Notifying Applicants of Admissions Decision:

Admission to Eastern University is not automatic; that is, some applicants who meet or surpass minimum requirements may be denied acceptance. Each Eastern program reserves the right to accept or reject any applicant for reasons the University determines to be material to the applicant's qualification to pursue a degree. For example, a violation of integrity and honesty in the application process is a serious offense, considered to be sufficient basis to deny admission. If a student is admitted or denied admission to the MSW Program:

- Admitted:
 - MSW Program Director notifies the student via email. The MSW Program Director CCs Administrative Operations Coordinator of the Social Work Department. The email notification includes:
 - Orientation Date
 - Start date of the academic program
 - Start date of the internship and required total hours
- Denied:

- The MSW Program Director notifies the student in writing of the decision by the department to deny admission.

Leave of Absence

If a student is requesting a leave of absence from the program, the student must communicate this request to their academic advisor and the Program Director. Students must complete the Exit Interview Form (on the Registrar's web page www.eastern.edu/registrar).

Readmission Policies

Readmission after an absence of less than five years:

Students who withdrew from Eastern University and plan to resume their studies within the five year period following the exit date must apply for readmission through the Registrar's Office. The Application for Readmission form with instructions is provided on the Registrar's web page www.eastern.edu/registrar. A completed application form must be submitted to the Registrar's Office (registrar@eastern.edu) at least four weeks prior to the beginning of the readmission session. All official transcripts from other schools attended during the period of absence must be sent to the Office of the Registrar for evaluation. Academic credit for courses and grades earned at other academic institutions may be granted up to the maximum permitted by the specific Eastern University program. Qualified applicants are accepted in good standing or on academic probation once they have paid all past due balances to Eastern University and other schools attended since leaving Eastern. Notification of the readmission decision is communicated by the Registrar's Office to the applicant by electronic mail.

Readmission after an absence of more than five years or a request to change programs of study:

Students who have not returned to Eastern within the period of five years or who plan to make significant changes in their programs of study, such as a change of degree objective or major, must apply through the Admissions Office. The online application is provided on Eastern's web site admissions.eastern.edu. The applicant must have paid all past due balances to Eastern University and other schools attended since leaving Eastern and complete all steps in the current admissions process. Official transcripts from other schools attended during the period of absence must be sent to the Admissions Office for evaluation. (Credentials received for past periods of enrollment do not need to be submitted again.) Academic credit for courses completed at other academic institutions may be granted up to the maximum permitted by Eastern University policy. The accepted student must fulfill all graduation requirements in effect at the time of admission to the new degree or major.

Transfer Students/Evaluation of Previous Learning

In the Regular Standing Program, a maximum of nine graduate semester credits may be transferred from another accredited graduate program. In the Advanced Standing MSW Program, a maximum of 3 credits may be transferred from another accredited graduate program. Transferred credits must be approved by the MSW Program Director. MSW Program Director reviews course syllabi for requested transfer credits. These courses must have been completed within 7 years of the student beginning the MSW Program at Eastern University. An official transcript for this coursework must be received by Eastern in order for the course to be transferred. No credit will be granted for courses taken at another institution in which the student has earned less than a grade of "B." Coursework to be taken at other institutions during the student's enrollment at Eastern must be approved in advance. Credit is not granted for specialist courses and internship courses. Credit toward fulfillment of the Master of Social Work course requirements is not granted for life experience or previous work experience.

Financial Aid, Grants, and Scholarships

The Financial Aid Office at Eastern University provides information and help on grants, scholarships, student loans, and financial aid for students enrolled in all programs. More information on financial aid can be found on the Eastern University's website.

All Students must meet the following criteria in order to receive Federal Student Aid:

- be fully accepted into a degree-seeking or certificate program

- Provisionally accepted students are not eligible for Federal Student Aid. Students may become eligible the semester after their provisional status has been resolved if all necessary paperwork has been completed and the student has met the eligibility criteria. Students pursuing an Education Certification are considered as 5th year undergraduate students for financial aid purposes and will be held to the undergraduate level loan limits.
- be enrolled at least part-time
- be a U.S. citizen or eligible non-citizen
- have a valid Social Security Number (SSN)
- meet Satisfactory Academic Progress
- certify that you are not currently in default on a Federal Student Loan and that you do not owe money on a Federal Student Grant
- Register with the Selective Service, if required
 - If you are a male 18 through 25 years of age and you have not yet registered with the Selective Service, you can give the Selective Service permission to register you by answering “YES” to the question on the FAFSA, by completing a card at your local Post Office.

SECTION IV: ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES

Below is information on some of the significant policies and procedures that pertain to the MSW Program. Students should consult Eastern University's Graduate Catalog for more detailed information and for a full list of applicable policies. Please note that students in a graduate program in social work are simultaneously entering academic and professional practice. Therefore, students must meet both academic performance and professional performance criteria.

Academic Performance Criteria

Grade Point Average

If a student falls below a 3.0 average, they will be placed on probation. Failure to raise the grade point average to a minimum of 3.0 during the next two courses will result in dismissal from the MSW Program. A graduate student earning an F grade in any course will be dismissed from the MSW Program. Students who are academically dismissed will be notified in writing by the Registrar's Office. Procedures for appealing a grade or program dismissal are described below.

Grading

Each course syllabus outlines the specific assignments students are responsible for completing during the term. The syllabi also provide point or percentage systems that are used to determine grades within each course. This information is provided to students at the beginning of the term for each course. The syllabi are posted on the learning management system (LMS) site for each course so that the information is accessible to the student from any computer. Faculty members are available to meet with students to further clarify expectations in individual courses.

Following are the grades and the quality points assigned to each:

Grade	Meaning (GPA)
A+, A, A-	Excellent 4.0, 4.0, 3.7
B+, B, B-	Good 3.3, 3.0, 2.7
C+, C, C-	Fair 2.3, 2.0, 1.7
F	No credit/Fail 0
I	Incomplete 0
P	Pass
W	Withdrawn
WF	Withdrawn Failing 0

Time Limit

Work for the MSW degree may be pursued over several years, which need not be in succession but must be concluded within a seven-year period. The seven-year period begins the term a student begins their first course in the MSW Program.

Course Repeat Policy

Graduate students may repeat courses in which they earned grades of "B -" or lower. Only two courses in the graduate program may be repeated. The same course may be repeated only once, including withdrawn courses. When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both grades appear on the transcript. Credit is granted once for a repeated course.

Incomplete Grade Policy

The grade “I” is given when a student fails to complete course requirements because of extreme and unforeseen extenuating circumstances that may have affected academic performance. The “I” must be approved by the professor teaching the course. In an effort to provide interim assessment during the incomplete period, the professor will provide a completion outline with a timeline of deliverables during the makeup period. This form must be signed by the professor and student before the end of the term. The incomplete is recorded at the end of the term and must be removed within 180 days. The “I” grade automatically becomes an “F” if the student does not complete course requirements and a change of grade is not submitted within the time frame stipulated above. In the case of persistent or additional extreme and unforeseen extenuating circumstances, an extension of the incomplete or a “W” (Withdrawn) grade may be authorized. An “Exception to Policy” form, available from the Office of the Registrar Web page, www.eastern.edu/registrar, should be completed and submitted to the Dean of the College of Health and Sciences (CHS Dean), along with documentation of the persistent or additional extreme and unforeseen extenuating circumstances. “W” grades will be awarded only for the course the student was passing at the time he/she became incapacitated. Courses carrying a grade of “W” receive no credit and are not counted as hours attempted.

Internships can be a special situation with extended time required to fulfill the work. Therefore, extensions for incompletes in field placement courses will be considered on a case-by-case basis.

At the time of review of academic progress and before the start of the next session (see Academic Standing section) graduate students having more than one Incomplete in a term will have their records reviewed. This review may include contacting the professors of record who granted the Incompletes. The CHS Dean is authorized to place students with more than one Incomplete on academic probation.

Grade/Evaluation Action Appeals Process

The Grade Appeals Policy applies only to questions of faculty evaluation of student performance. Since evaluation involves issues of judgment, action to revise a grade in the student’s favor will not be recommended unless there is clear evidence that the original grade was based on prejudiced or capricious judgment.

Procedure

The main concern in any grievance or appeal procedure is to bring reconciliation and growth in ways that enhance community. The first approach to any appeal should be non-adversarial and open, undertaken with careful attention to fostering understanding and problem solving. The expectation is that the majority of appeals can be resolved through a flexible process at the first or second steps outlined here. Students shall have protection against prejudiced or capricious academic evaluation through the publication of clear course objectives, grading procedures, and evaluation methods. In accordance with Matthew 18, the process of appealing a grade or evaluative action is as follows:

- Step 1: As stated above, the student should communicate with the instructor for an explanation of the grade or evaluative action. (This communication may be satisfied by the use of the eastern.edu email account and becomes a part of the appeals documentation.) On rare occasions, a student and instructor fail to resolve the grade or evaluative action appeal through these informal measures, and in these cases, the student may then proceed to step 2. However, the formal appeal in Step 2 must begin within four weeks of the end of the term (term refers to the period of time in which the course is instructed and evaluated).
- Step 2: A student may initiate a formal appeal by completing the Grade/Evaluative Action Appeals Form (Appeals Form) and submitting it to the course instructor. The Appeals Form must be submitted within four weeks of the conclusion of the term in which the grade/evaluative action was received. The Appeals Form must include all necessary documentation and evidence to support the grade/evaluative action appeal (Note: no additional documentation may be submitted beyond this step). The student should keep a copy of the form and attachments in the event that the student chooses to proceed to Step 3. The instructor will respond to the Appeal Form and accompanying documentation in writing within two weeks of receiving the Appeal Form. *If the faculty member involved in the appeal is the

- departmental chair/program director, the student should go immediately to Step 4.
- Step 3: If the student is still not satisfied with the resolution, the student must make a written request to the instructor involved to submit the Appeal Form and accompanying documentation to the departmental chairperson/program director. The instructor will then forward the Appeal Form and all accompanying documentation to the chairperson/ program director of the program. This written request must be forwarded to the chairperson/program director within one (1) week following the due date of the instructor's decision. The departmental chairperson/ program director will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor, and the CHS Dean. If the faculty member involved in the appeal is the CHS Dean, the student should go directly to Step 5.
 - Step 4: If, after receiving a reply from the departmental chairperson/program director, the student is still not satisfied with the resolution, the student must make a written request to the departmental chairperson/program director to submit the Appeals Form and accompanying documentation to the CHS Dean. The written request must occur within one (1) week of receiving the departmental chairperson's/program director's decision. Upon receipt of the written request from the student, the departmental chairperson/program director will inform the CHS Dean that the Appeals Form and accompanying documentation will be forwarded. The student's written request will be attached as a cover page and then forwarded with the Appeals Form and all accompanying documentation to the CHS dean. The CHS Dean will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor, and program chairperson/program director.
 - Step 5: If, after receiving a reply form from the CHS Dean, the student is still not satisfied with the resolution, the student must make a written request to the CHS Dean to submit the Appeals Form and accompanying documentation to the Academic Appeals Committee. This written request must occur within one (1) week of receiving the CHS dean's decision. The CHS Dean will then forward the Appeal Form and all accompanying documentation to the Academic Appeals Committee. The student's written request will be reviewed at the next scheduled Academic Appeals Committee meeting. The Academic Appeals Committee will hear a presentation by the student of his/her case and will consider the recommendations from Steps 2, 3 and 4. The Academic Appeals Committee will then decide the merits of the case. The decision of the Academic Appeals Committee will be final.

Academic Appeals and Grievances

An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that the student believes adversely affects her/his academic career. A grievance is a complaint or concern of a student regarding a faculty or staff member at the university. For any academic appeal or grievance, if a student is enrolled in class(es) while the case is being heard, the student is responsible for the policies and procedures associated with the class(es).

If a student wishes to appeal an academic decision other than a grade/evaluative action, the student shall make a written appeal to the CHS Dean in which the student is enrolled within one (1) week. The letter of appeal should include the date of the letter, the student's full name, the Eastern University student identification number, the action requested, and detailed reasons for the request, including all supporting documentation. The appeal should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the CHS Dean. The CHS Dean may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the CHS Dean will notify the student in writing of the CHS Dean's decision with respect to the student's appeal.

Academic Petitions (Request for Exception to Policy)

If a student wishes to petition for an exception to an academic policy, the student shall petition the CHS Dean of the College in writing. The Exception to College Policy form can be found on the Registrar's Web page at

eastern.edu. The request should include detailed reasons for the request, including all supporting documentation. The petition should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the CHS Dean. The CHS Dean may, at his/her discretion, limit his/her review to the written items provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the CHS Dean will notify the student in writing of the CHS Dean's decision with respect to the student's petition.

Dismissal of an Enrolled Student

Dismissal

Students may be dismissed from Eastern for failure to maintain the required cumulative grade-point averages, for ethical misconduct, or for failure to complete graduate degree requirements within the allowed period of seven years. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted. The CHS Dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation. The CHS Dean will consider more stringent standards for satisfactory academic progress announced in the handbook of a student's academic program, especially as they apply to program accreditation. Students receiving a failing grade in a term will have their cases reviewed. Also, a violation of integrity and honesty is a serious offense, considered sufficient basis to terminate enrollment. Students who receive VA benefits will be dismissed because of any of the circumstances listed above.

Appeal of Dismissal

A student may appeal a dismissal decision to the Academic Appeals Subcommittee (convened for such appeals, as needed) by submitting an Academic Dismissal Appeal letter. This letter should:

1. explain and document perceived irregularities in the application of the academic dismissal policies and procedures, which had the effect of rendering the dismissal decision arbitrary or capricious,
2. present new information which was not available at the time of the dismissal, and/or
3. explain extreme and unforeseen extenuating circumstances that may have affected academic performance.

In the letter, the student should propose plans to address previous difficulties to ensure future success. All supporting documentation should be included or attached to the letter. Appeal letters must be received within two weeks of receipt of notification of dismissal. Letters should be sent to the University Registrar, who will forward them to the chairperson of the Academic Appeals Subcommittee. The decision of the Subcommittee following the appeal will be final.

Penalties and Procedures for Late Submissions

Low Flex Courses: The style of this course is Low Flex, meaning that this course has assignments with fixed due dates. All due dates are listed in the course syllabus and Brightspace course. Grades earned for late assignments will be reduced by one-third of a letter grade/3 points for each day (including the weekends) that are not submitted. Assignments must be submitted within one week before the due date or they will not be accepted and will be assigned a grade of zero.

Medium Flex Courses: The style of this course is Medium Flex, meaning that this course has a combination of assignments with fixed due dates and assignments with recommended due dates. Your course syllabus and the Brightspace course will indicate which assignments have fixed due dates and which assignments have recommended due dates.

- Assignments with fixed due dates will incur a point reduction if submitted after the due date. Assignments submitted after the fixed due date will lose points. Grades earned for late assignments will be reduced by one-third of a letter grade/3 points for each day (including the weekends) that are not

submitted. Assignments must be submitted within one week before the due date or they will not be accepted and will be assigned a grade of zero.

- Assignments with recommended due dates will not be penalized if submitted by 11:59 pm ET on the last day of the class. Please know, a temporary grade of zero will be entered if the assignment is not submitted at the recommended due date to alert you of your current grade in the course at that time. Assignments submitted after the recommended date will not be penalized if submitted by 11:59 pm ET on the last day of the class. No credit will be earned for assignments with recommended due dates submitted after 11:59pm ET on the last day of the class.

High Flex Course: The style of this course is High Flex, meaning that this course has assignments with recommended due dates. These recommendations serve as a guide that will help keep you on track. Please know, a temporary grade of zero will be entered if the assignment is not submitted at the recommended due date to alert you of your current grade in the course at that time. Assignments submitted after the recommended date will not be penalized if submitted by 11:59 pm ET on the last day of the class. No credit will be earned for work submitted after midnight EDT on the last day of the class.

Requesting an Extension: The classroom instructor will consider requests for extensions on assignments with fixed due dates, if they are submitted in writing (via e-mail) at least twenty-four hours prior to the time assignments are due and include a reason for the request. Decisions will be made on a case-by-case basis and extensions granted at the classroom instructor's discretion for extenuating circumstances.

Academic Integrity Policy and Procedure

Eastern University desires for members of its community to strive for original thought in all pursuits of academic inquiry. We believe that each individual has been made in the image of God and possesses a unique vantage point on aspects of faith, reason and justice. As such, assigned coursework should provide an opportunity for that individualized perspective to be expressed. To that end, the university policy on academic integrity aims to provide clear expectations for faculty and students.

Expectations for Faculty

All Eastern University instructors commit to educating students on the university standards regarding academic integrity. To that end, faculty are required to do the following:

- Affirm academic integrity as a core institutional value.
- Include the academic integrity policy in their syllabus and link to it in their course's LMS.
- Assess how well their students understand academic integrity policies and expectations.
- Define the preferred documentation style for the course (Social work requires APA.)
- Provide students with their preferred resource for documentation guidelines, along with any adaptations of those guidelines in written form.
- Communicate your role as a guide and mentor, explain how to ask questions regarding academic coursework and academic integrity proactively.
- Provide information about Eastern University's Writing Center Support
- Articulate any acceptable use of generative software (e.g. large-language model AI) for each assessment.

Expectations for Students

Eastern University students are expected to complete all academic work as individuals. To that end, students are required to do the following:

- Present words, pictures, ideas, data, and artwork that are one's own in written, audio and/or visual form.
- When incorporating words, pictures, ideas, data, and artwork that are not one's own in written, audio and/or visual form, document those sources appropriately, following the citation guidelines provided.

- Direct language taken from an outside source must be enclosed in quotation marks and cited properly. To omit quotation marks for a phrase that is taken word-for-word from a source is plagiarism.
- Ideas taken from an outside source must be paraphrased and cited properly. To paraphrase without citing is plagiarism.
- Assume that all tests, assignments and in-class work are meant to be completed by the individual unless otherwise specified by the instructor.
 - To complete an individual test, assignment or in-class work in a group or to have someone else complete the test, assignment or in-class work on the student's behalf is plagiarism.
 - To borrow all or part of another individual's work on the same test, assignment or in-class work is also a form of academic dishonesty.
- Submit new work to one's instructor. Papers and assignments that were completed for another class are not accepted unless explicit knowledge and consent of the instructor is given.
- Ensure that one's own work is not improperly used by others, through not giving past assignments to students enrolled in different sections of the course.
- Use technology responsibly. Unless explicitly stated in the assignment guidelines, students are prohibited from using AI or AI-enabled generative tools to replace aspects of academic assessments, including but not limited to full or partial automated text generation, plagiarism detection evasion, or unauthorized data analysis. Students must not submit content generated by AI systems without proper attribution and citation. The use of AI tools to aid in content creation should be within the bounds permitted by the instructor, and must be used only to supplement, and not replace, the student's own knowledge, understanding, and effort.

Tiers of Academic Dishonesty

Eastern University situates incidents of academic dishonesty within three tiers with varying levels of intentionality and corresponding consequences.

- Tier One Offenses may include the following:
 - misuse of paraphrasing
 - citation errors
 - recycling old work
 - other non-malicious errors
 - use of AI or AI-enabled generative tool(s) to replace aspects of an assignment
 - A Tier One AI offense might be something like:
 - Using an AI chatbot to generate a paragraph used in an essay or exam.
 - Using an AI chatbot to produce an anecdote or hypothetical example for use in a presentation.
 - Using an AI chatbot to generate a short-answer response to a take-home exam.

This tier should be viewed as rehabilitative and educative.

- Tier Two Offenses may include the following:
 - a student's second minor offense, of the same or differing nature from the first
 - plagiarism, particularly in one or more small portions of an assignment
 - cheating on an exam; including utilizing notes, study aids, or another's work when sitting for online or in-person examinations or quizzes, unless otherwise directed by the instructor
 - assisting or contributing to academic dishonesty through helping or attempting to help others commit an act of academic dishonesty.
 - use of AI or AI-enabled generative tool(s) to replace aspects of an assignment
 - A Tier Two AI offense might be something like:
 - Using a chatbot to generate or modify >50% of an essay's wordcount.
 - Using a chatbot to generate an entire essay that the student then paraphrases themselves.

This tier should be viewed as rehabilitative and educative.

- Tier Three Offenses may include the following:

- paying someone to write a paper
- copying the majority of a paper from an outside source with no attribution
- submitting a paper that was largely written by someone else
 - fabricating or falsifying data, evidence, statistics, or material to augment one's original research or idea.

Academic Penalties for Academic Dishonesty

Academic integrity is vital to any university community. The Eastern University student is expected to live a life of honesty and integrity consistent with the demands of Christian discipleship. Therefore, dishonesty is regarded by Eastern University as an egregious violation of both the academic and spiritual principles of this community.

A student who commits an act of academic dishonesty will receive disciplinary sanctions, which may include educational initiatives, failure of the assignment, failure of the course, or separation from the University. Given the serious consequences of academic dishonesty, the student is encouraged to discuss any course-related difficulties openly with the appropriate instructor instead of resorting to dishonest conduct.

Process for Adjudicating Academic Dishonesty

All cases of academic dishonesty will be reviewed and adjudicated by the instructor. The instructor will submit the Academic Dishonesty Form. Academic dishonesty constitutes a violation of both the academic and spiritual principles of the University community. This report will be sent to the CHS Deans and/or the Office of the Provost, who will interface with the Office for Student Development as needed. As such, disciplinary action may occur at both the course and University level.

The Provost and CHS Dean have the discretion to modify the following procedures at any time during a specific investigation or adjudication, as circumstances warrant. Nothing contained in these procedures is intended to create, or be interpreted as creating, any contractual rights on the part of any student.

Appeals Procedure

Students may appeal the allegation of academic dishonesty and their grade through the University procedure for resolving grade disputes.

Student Rights

- The right to choose whether to respond to faculty communication and/or meeting request(s) regarding the allegation, with the understanding that findings and sanctions may be imposed with or without participation.
- The right to notice of the allegation that a violation of the Academic Integrity Policy has taken place.
- The right to notification of meeting opportunities with the instructor related to the complaint and of the prompt timeframes anticipated for major stages of the complaint process.
- The right to notice of the factual allegations that form the basis of the complaint.
- The right to a prompt and impartial response and resolution of complaints.
- The right to have the University or the Complainant bear the burden of proof by a preponderance of the evidence.
- The right to present relevant statements, materials, and witnesses during the conduct review proceedings in communication and/or meeting with the instructor.
- The right to review all written statements and materials related to the allegation.
- The right to notification of any finding of responsibility.
- The right to be free from retaliation for participating in the University's investigation and fact-finding process.
- The right to appeal, consistent with the provisions outlined within this policy and the Student Code of Conduct.

Professional Performance Criteria

Professional Performance

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. CSWE also provides competencies (as mentioned previously in this handbook) in which students should aspire to adequately achieve (CSWE EPAS, 2015). Achievement of the CSWE Competencies and abiding by the NASW Code of Ethics is essential to academic progress and professional development of social work students. The behaviors that students are expected to adhere to are categorized by these four dimensions: knowledge, values, skills, and cognitive and affective processes. In the event a student's behaviors are not aligned with the NASW Code of Ethics or the expected core competencies, faculty will implement the procedures outlined below.

- The Internship Supervisor/Liaison/Professor will meet with the student to discuss the identified concerns. In the event that this initial discussion does not resolve the concerns, the concerns will be addressed by the MSW Program Director.
- The MSW Program Director will facilitate an MSW Team Meeting, including the student, to discuss the identified concerns. A Plan of Development (plan) will be created and instituted in an effort to resolve the concerns. The plan will be formally reviewed at a date determined by the team. In the event that the student does not make the required improvements as outlined in the plan, the team and the student will meet with the Chair of the Social Work Department.
- The Chair of the Social Work Department will determine next steps, including the possibility of termination or academic probation.
 - Students may be dismissed from Eastern for failure to maintain the professional performance criteria.. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted. The CHS Dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation. The CHS Dean will consider more stringent standards for satisfactory academic progress announced in the handbook of a student's academic program, especially as they apply to program accreditation. Students receiving a failing grade in a term will have their cases reviewed. Also, a violation of integrity and honesty is a serious offense, considered sufficient basis to terminate enrollment. Students who receive VA benefits will be dismissed because of any of the circumstances listed above.
 - Appeal of Dismissal: A student may appeal a dismissal decision to the Academic Appeals Subcommittee (convened for such appeals, as needed) by submitting an Academic Dismissal Appeal letter. This letter should:
 1. explain and document perceived irregularities in the application of the academic dismissal policies and procedures, which had the effect of rendering the dismissal decision arbitrary or capricious,
 2. present new information which was not available at the time of the dismissal, and/or
 3. explain extreme and unforeseen extenuating circumstances that may have affected academic performance.
 - In the letter, the student should propose plans to address previous difficulties to ensure future success. All supporting documentation should be included or attached to the letter. Appeal letters must be received within two weeks of receipt of notification of dismissal. Letters should be sent to the University Registrar, who will forward them to the chairperson of the Academic Appeals Subcommittee. The decision of the Subcommittee following the appeal will be final.

Accommodations for Students with Disabilities Policy

Note: This is an overview of disabilities policies and procedures. Students are urged to contact The Cushing Center for Counseling & Academic Support (CCAS) for more detailed information relevant to their specific situation.

Eastern University will make reasonable accommodations for students with disabilities in compliance with the ADA Amendments Act (ADAAA) of 2008 and Section 504 of the Rehabilitation Act of 1973. The purpose of

accommodations is to provide equal access to educational opportunities to otherwise qualified students with disabilities. It is not intended that academic standards be lowered or essential elements of programs or courses be changed, and accommodations are not intended to ensure a satisfactory or desired grade or evaluation. In determining reasonable accommodations, consideration will be given to the student's documented needs, essential elements of the involved courses or university activities, and institutional resources. Academic accommodations may include modifications in the classroom, in assignments, and in the way tests are administered. Non-academic accommodations may include modifications and assistance relating to physical accommodations in the residence halls and mobility and access to campus buildings. Accommodations are granted in response to student requests on the basis of determined need and documentation of disability. In the event that disagreements arise between students and professors or administrators of the University over issues of accommodation, a due process procedure has been developed to settle such disagreements.

Policy on Reporting Sexual Violence (Title IX of the Educational Amendment of 1972)

Eastern University complies with state and federal laws, as well as good practice as we care for our community members. In this regard, you can:

- [Report Sexual Misconduct/Criminal Activity](#)
- [View Full Sexual Discrimination and Title IX Policies](#)
- [Learn about the Title IX Officer and Deputy](#)

Concerns and reports can be expressed to any of the people listed below, and [reports may also be submitted 24/7 electronically here](#). Please care for each other by reporting all concerns promptly. Direct your questions or concerns to the officers below so they may assist you.

Student Participation in Program Governance

The Social Work Department actively encourages students to participate in student and faculty activities and seeks the input of students in developing the policies and curriculum of the MSW program. The following are ways students may participate:

1. **Student Representatives at Advisory Council Meetings:** The Social Work Advisory Council meets two times per year to discuss current issues in the field, and policy and curriculum changes in the program. MSW students representing the program are invited to be members of the council.
2. **Student Members of Faculty Search Committees:** A minimum of one student may be invited to participate in a search for new full-time faculty appointments. Students provide evaluative feedback to the search committee, which is considered in the process of making the final decision.
3. **Evaluation of Courses and Instructors:** Students have the opportunity to evaluate courses and instructors on a regular basis. The findings are reported to the Department Chair/Program Director and used as part of the promotion and tenure process to inform course development and potential programmatic changes.
4. **CSWE Site Visits:** Students are invited to participate in meetings with CSWE site visitors to share their perceptions of the MSW program.
5. **Informal Procedures:** The social work faculty have an open-door policy where students can stop in, or meet virtually, to discuss current concerns, offer feedback, share ideas, etc. In addition, the faculty seek student feedback on departmental issues during class sessions.

SECTION V: ACADEMIC AND PROFESSIONAL ADVISING

Academic and Professional Advising

Student advising is a planned and purposeful process of providing students with the guidance and counsel they need to succeed in their academic pursuits at Eastern University. In the Social Work Department, advising has two focuses. The academic focus of advising is intended to guide students through the MSW Program. The professional focus of advising is intended to assist students in their socialization to the social work profession. All advising is provided by full-time social work program faculty.

The *purposes* of the MSW advising are as follows

1. To assist students in their ongoing consideration of the social work profession.
2. To interpret the policies and procedures of the MSW Program to students.
3. To assist students in identifying and evaluating their needs and interests in order to select appropriate courses to fulfill the core curriculum requirements and in support of the MSW program.
4. To assist students in their ongoing professional educational process.
5. To assist students in making the transition from their professional educational experience to professional employment and/or graduate school.

Students who have indicated interest in the EU MSW Program and/or enrolled in the MSW are offered several advising opportunities. Although each of the following individual or group meetings has a particular focus, each also provides an opportunity for students to accomplish one or more of the stated purposes.

1. **Prospective Student Communications:** The university graduate and professional admissions staff sends the Social Work Department computer-generated lists of inquirers, applicants, accepted students, and depositors who have expressed interest in social work, for the purpose of departmental correspondence and phone contact. Although the intention is primarily recruitment, the department utilizes letters, enclosures, emails and phone calls to help students gain a better understanding of the social work profession and Eastern's MSW Program.
2. **Informational Interview:** The university admissions staff arranges (whenever possible) for students considering Eastern and expressing interest in social work, to have an interview with the MSW Program Director prior to making a final decision to attend.
3. **Registration Conferences:** New and transfer students meet with their social work academic advisor individually and/or as a group prior to matriculation to plan their course schedule and discuss the academic requirements.
4. **Term Advising Conferences:** Prior to the start of each term, students meet with their social work faculty advisor to plan their course schedule for the following term.
5. **Drop in Conferences:** Students are welcome, and frequently take advantage of the standing offer of conferences with faculty concerning their ongoing professional direction and needs.
6. **MSW Program Admissions Interview:** Students applying for admission to the MSW Program meet with a member of the social work faculty to discuss their ongoing interest in, and capacity for social work. *See Admissions Process.*
7. **Internship Conferences:** Students who have been admitted to the MSW program meet with the Internship Director individually and as a group to discuss internship needs and opportunities.

SECTION VI: ADDITIONAL INFORMATION

Resources for Professional Development

Education at Eastern University for the social work profession is supported by many extracurricular opportunities and resources. Some of these are outlined below. For further information, please connect with a member of the social work faculty.

Professional Organizations

Participation in professional associations is an important means for facilitating professional growth and development, and students are encouraged to be active in them. Professional associations provide a means for members of a discipline to mutually share across various areas of their professional work and interests. Associations establish standards for good professional practice, identify trends and patterns of concern to its discipline, address social policy issues that impact on their members and clients, provide the means to achieving "state of the art" professional practice, and establish networks which enable members to maintain contact with each other. The means whereby professional associations achieve the activities outlined above are by requiring formal membership, producing conferences and seminars, establishing licensure and accreditation standards, involvement in lobbying efforts, and providing training programs which give certificates and/or continuing education credits. Students should be familiar with the professional organizations described below. In addition to the ones listed, there are many other special interest social work associations. Student members are welcomed in most of these associations, usually at a significantly reduced dues rate.

National Association of Social Workers (NASW)

NASW is the largest organization of professional social workers in the world, with approximately 150,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. It is the primary professional membership organization for social workers in the United States. It sponsors state and local conferences; publishes a monthly newsletter (NASW News) and a quarterly journal (Social Work) as well as other books and reference materials (including Encyclopedia of Social Work, Social Work Almanac, and Social Work Dictionary). In addition, NASW sponsors diverse special interest groups. You can learn more and communicate with NASW as follows: National Office: www.socialworkers.org, and Pennsylvania Chapter: www.nasw-pa.org. Packets of information concerning NASW applications for student membership are available in the Social Work Department Office (McInnis 234).

Council on Social Work Education (CSWE)

CSWE is a nonprofit national association representing over 3,000 individual members as well as approximately 200 graduate and 500 undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States. CSWE works to ensure the preparation of competent social work professionals by providing national leadership and a forum for collective action. The main responsibility of CSWE is to promote and maintain the high quality of social work education. In addition, CSWE strives to stimulate knowledge and curriculum development, to advance social justice, and to strengthen community and individual well-being. Eastern's undergraduate Social Work Major has been accredited by CSWE since 1974, the earliest year in which accreditation was available at the undergraduate level. You can learn more about, and communicate with, CSWE as follows: www.cswe.org. CSWE's Educational Policy and Accreditation Standards (2008) is displayed in appendix A.

National Association of Puerto Rican Hispanic Social Workers (NAPRHSW)

Our mission is to organize social workers and other human service professionals to strengthen, develop and improve the resources and services that meet the needs of Puerto Rican/Hispanic families. Our objectives are to advocate in the interest of Latinos at the local, state and nationwide levels in the private and public sectors, to establish connections with other community resources that further and solidify the position of the Latino

population in addressing policy issues that impact the community, to disseminate knowledge for professional growth to its membership and increase the academic foundation for providing assistance towards that end, to be a resource to the Latino Community for information and advocacy, and to continue efforts to recruit and encourage Social Workers and Human Service students in their professional aspirations.

National Association of Black Social Workers (NABSW)

NABSW is designed to promote the welfare, survival, and liberation of communities of African ancestry. Members recognize the necessity of Black community control and accountability of self to the Black community. The association offers links through its members who are those of African ancestry. Through the development of national and international education conferences, the organization provides professional leadership to local, national and global communities. You can learn more about, and communicate with, NABSW as follows: www.nabsw.org.

North American Association of Christians in Social Work (NACSW)

NACSW supports the integration of Christian faith and professional social work practice in the lives of its members, the profession and the church, promoting love and justice in social service and social reform. Its goals include: Supporting and encouraging members in the integration of Christian faith and professional practice through fellowship, education, and service opportunities; articulating an informed Christian voice on social welfare practice and policies to the social work profession; providing professional understanding and help for the social ministry of the church; and promoting social welfare services and policies in society which bring about greater justice and meet basic human needs. NACSW sponsors an annual convention and training conference; publishes a bimonthly newsletter (The Catalyst) and a semiannual journal (Social Work and Christianity) as well as other books and monographs. You can learn more about, and communicate with, NACSW as follows: www.nacsw.org. Packets of information concerning NACSW and applications for student membership are available in the Social Work Department Office (McInnis 234).

Licensure

Licensure is a state regulated activity. In Pennsylvania, social work licensure is awarded by the [Pennsylvania state licensing board of social workers, marriage and family therapists and professional counselors](#). Board announcement, laws & regulations, general information, and online licensing services are all found online.

Students may apply for a license through the electronic PALS system or submit a paper application. Once EU's MSW Program becomes fully accredited, students may take the licensure examination through Association of Social Work Boards (ASWB) during the semester of graduation or any time after graduation. If students wish to take the exam during their last semester, they must provide the program director on their home campus with the social work license application titled: "Verification of Social Work Education for Applicants Enrolled in Their Final Semester" by the date specified by the coordinator. This form is the last page in the paper application which can be found on the board website. The top part of the form is to be completed by the applicants. The rest of the form is completed by the University and sent directly to the Licensing Board. Failure to submit forms in a timely manner will result in significant delay in students' ability to sit for the exam.

Students who seek licensure from another state may find the requirements for their state [here](#). States vary not only in terms of licensure procedures and license exam content but may require specific courses and field experiences as part of the licensing process, as well. It is students' responsibility to become familiar with the policies that guide the social work profession in the state where they hope to be licensed.

Cushing Center for Counseling and Academic Support (CCAS)

CCAS is dedicated to serving Eastern University students who need academic, psychological, or disability services to realize their potential during their college experience. Services are offered at no extra charge to students currently enrolled students in degree programs, contingent on demand and staff availability. Please contact the CCAS office for further information on our offerings or how to access services.

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