The Temple University School of Social Work Student Handbook 2013-2014 is the student's guide to the Temple University MSW Program. Unless specifically stated, the information presented in this handbook pertains to all MSW students at all campuses and sites. The Handbook contains information available on:

- MSW Program requirements
- Special programs
- Registration procedures
- Resources and services for students
- Academic policies and procedures

Students are responsible for knowing School, College and University policies and procedures as published in the Temple University School of Social Work MSW Handbook, the Temple University SSW Field Education Manual, and the Temple University Graduate Bulletin (www.temple.edu/gradbulletin). Harrisburg students may wish to consult the SSW Harrisburg manual for information specific to the Harrisburg campus. Students enrolled in a Commonwealth Cohort program also need to abide by the specific program guidelines for those sites. Students also can find important information via the Temple University webpage search engine: www.temple.edu.
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WELCOME FROM THE CHAIR

This Manual is your guide to Temple’s MSW program.

Several times each year, I am delighted at the sight of classrooms full of new MSW students at Temple. I still remember walking into my very first classroom with Professor James Kelch (just a tad late) in room 571.

What about that moment seared it into my memory? It was a new school. For me, it was also a new city to call home. My fellow students and I were beginning the process of forming a new professional identity—as social workers.

Whether you are new to Temple, or further down the curriculum path, this manual is a guide to that process, for you. It outlines the practical aspects of professional graduate school, like what courses do you need to take in what order, and how you relate to field placements and an advisor. Hopefully, the manual contents will also give you a sense of how our MSW education is driven by the values and mission of the school. As you are learning new professional skills—you will also be gaining a perspective on how to perform those tasks with a vision for social transformation.

Your education comes from your whole experience as a student in an MSW program at Temple. While you have classes, field placements, readings, and teachers—you also have friends, colleagues, neighbors, and places to go. I hope that all these things take turns challenging you, and engendering more of that social worker identity growing within you.

Please feel free to stop by to see me. My office on 5th Ritter Annex is 554. If you’d rather visit virtually, my email is jetpak@temple.edu.

I look forward to getting to know you while you’re here. Now don’t be late for class!

Collegially,

Professor and Chair, School of Social Work
ADMINISTRATIVE OFFICERS AND PROGRAM LOCATIONS

CHPSW ADMINISTRATIVE OFFICERS
Catherine Coyle, Interim Dean
Cheryl Hyde, Interim Associate Dean for Graduate Programs & Faculty Affairs
Gail Glicksman, Director, Office of Enrollment & Student Services
Sheri Ozard, Director, Research Administration
Link Martin, Assistant Dean for Entrepreneurship & Innovation

SCHOOL OF SOCIAL WORK ADMINISTRATIVE OFFICERS
Jeffrey Draine, SSW Chair
Scott Rutledge, SSW Assistant Chair (Philadelphia)
Claudia Dewane, SSW Assistant Chair (Harrisburg)
Cheryl Hyde, MSW Program Director
Cheri Carter, BSW Program Director
Shirley Moy, Director, Field Education

PROGRAM LOCATIONS
The entire MSW Program is available at both the Main and Harrisburg campuses. SSW also offers courses at Temple campuses in Center City and Ambler, and at several cohort sites throughout central and eastern Pennsylvania.

Temple University Main Campus
School of Social Work
Ritter Hall Annex, 5th floor
1301 Cecil B. Moore Ave.
Philadelphia, PA 19122
Phone: 215-204-8623
Fax: 215-205-9606
ssa@temple.edu
www.temple.edu/ssa

Temple University Harrisburg
School of Social Work
234 Strawberry Square
Harrisburg, PA 17101
Phone: 717-231-6400
Toll Free: 1-866-769-1860
Fax: 717-239-3659
TUH@temple.edu
www.temple.edu/harrisburg

Temple University Center City
1515 Market St.
Philadelphia, PA 19102
Phone: 215-204-TUCC
tucc@temple.edu
www.temple.edu/tucc

Temple University Ambler
580 Meetinghouse Road
Ambler, PA 19002
Phone: 267-468-8000
ambler@temple.edu
www.temple.edu/ambler

The MSW Commonwealth Cohorts currently are at these locations: Dallas, DuBois, Lancaster, Mansfield, the Poconos, and York. The Commonwealth Cohort Program is administered through Temple – Harrisburg: http://www.temple.edu/harrisburg
Students in a field internship should consult the field education calendar for additional important dates. No students will be penalized for absence due to religious beliefs and alternative means will be sought for satisfying the academic requirements involved.

### Fall Semester 2013

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester begins</td>
<td>Mon. August 26</td>
</tr>
<tr>
<td>Labor Day holiday</td>
<td>Mon. September 2</td>
</tr>
<tr>
<td>Last day to drop a course</td>
<td>Mon. September 9</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>Tues. October 22</td>
</tr>
<tr>
<td>Priority Registration begins for Spring 2014</td>
<td>Wed. October 23</td>
</tr>
<tr>
<td><em>CALENDAR ADJUSTMENT for Thanksgiving Break</em></td>
<td>Tues. November 26, Wed. November 27</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thurs. November 28 – Sun. December 1</td>
</tr>
<tr>
<td>Weekday classes end</td>
<td>Weds. December 4</td>
</tr>
<tr>
<td>Study days</td>
<td>Thurs. December 5 &amp; Fri. December 6</td>
</tr>
<tr>
<td>Weekend classes end</td>
<td>Sat. December 7</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Mon. December 9 – Sat. December 14</td>
</tr>
<tr>
<td>Winter recess begins</td>
<td>Sat. December 14 at 10pm</td>
</tr>
</tbody>
</table>

*Tuesday, November 26 - Follow your Thursday class schedule
Wednesday, November 27 - Follow your Friday class schedule

### Spring Semester 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring semester begins</td>
<td>Tues. January 21</td>
</tr>
<tr>
<td>Last day to drop a course</td>
<td>Mon. February 3</td>
</tr>
<tr>
<td>Spring recess begins</td>
<td>Sun. March 2 – Sun. March 9</td>
</tr>
<tr>
<td>Last day to withdraw from courses</td>
<td>Mon. March 31</td>
</tr>
<tr>
<td>Classes end</td>
<td>Mon. May 5</td>
</tr>
<tr>
<td>Study days</td>
<td>Tues. May 6 – Weds. May 7</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Thurs. May 8 – Weds. May 14</td>
</tr>
<tr>
<td>Commencement</td>
<td>Thurs. May 15</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>FIRST SUMMER SESSION begins</td>
<td>Mon. May 19</td>
</tr>
<tr>
<td>Memorial Day Holiday, No Classes</td>
<td>Mon. May 26</td>
</tr>
<tr>
<td>Last day to drop a course</td>
<td>Mon. June 2</td>
</tr>
<tr>
<td>Last day to withdraw courses</td>
<td>Mon. June 16</td>
</tr>
<tr>
<td>Session 1 classes end</td>
<td>Mon. June 30</td>
</tr>
<tr>
<td>Independence Day Holiday, No Classes</td>
<td>Fri. July 4</td>
</tr>
<tr>
<td>SECOND SUMMER SESSION begins</td>
<td>Mon. July 7</td>
</tr>
<tr>
<td>Last day to drop a course</td>
<td>Mon. July 21</td>
</tr>
<tr>
<td>Last day to withdraw from courses</td>
<td>Mon. August 4</td>
</tr>
<tr>
<td>Summer 2 classes end</td>
<td>Sat. August 16</td>
</tr>
</tbody>
</table>

Be sure to check TUmail, Blackboard and TU Portal sites for more information and deadlines. This calendar DOES NOT include information of field education.

**IMPORTANT DATES AND DEADLINES:**
I. MSW PROGRAM

OVERVIEW: UNIVERSITY AND COLLEGE

Temple University was founded in 1884 by Dr. Russell Conwell as an outgrowth of his ministry at the Baptist Temple, a landmark still standing at Broad Street and Berks Mall, the heart of the University’s Main Campus. Dr. Conwell wanted to make higher education available to all capable and motivated students regardless of their backgrounds and finances. His college, begun as informal classes for seven people, first was housed in the meeting rooms in his church. It soon expanded into nearby row houses, and within five years enrolled over 600 students. More than 100 years later, having emerged as a major educational enterprise, Temple University continues Conwell’s mission.

A member of the Commonwealth System of Higher Education since 1965, the University has more than 1,700 full-time faculty and more than 190,000 living alumni. It offers bachelor’s degrees in 107 areas, master’s degrees in over 70 fields, doctoral degrees in almost 50 areas through programs in its 17 schools and colleges. Campuses are located in Philadelphia (Main, Health Sciences, Center City), Harrisburg, Ambler, Tokyo, London and Rome.

The College of Health Professions was founded in 1966 to meet the growing need for highly trained, skilled professionals, and continues to adapt today to increasingly sophisticated demands as it leads the design and delivery of effective health care and social service programs through education, training, research and service. The College excels as a regional and national leader in education of health professionals and innovative health-related research and fosters interdisciplinary research and collaboration to better address programs provided through the College. College departments are Nursing, Rehabilitation Sciences, Kinesiology, Public Health, Health Information Management, and Communication Sciences & Disorders; as well as the School of Social Work.

OVERVIEW: SCHOOL OF SOCIAL WORK

The School of Social Work (SSW) opened in 1969 as the School of Social Administration with the goal of developing and promoting leadership in the public sector. The school’s first MSW class graduated in 1971 and the first BSW class graduated in 1973. The school later opened its Harrisburg program and has continued to offer social work education to underserved areas throughout Pennsylvania. In 2009, the School was renamed as the School of Social Work and joined the college, which then became the College of Health Professions and Social Work.

SSW faculty engage in a range of research, teaching and practice initiatives including community capacity building, fatherhood initiatives, child welfare, adolescent parents, youth offenders, organizational change, homelessness, HIV/AIDS prevention, substance
abuse, and suicide prevention; many of these efforts are through partnerships with public and non-profit organizations.

Today, there are over 7,000 SSW alumni engaged in social work in local, state, national, and international arenas. They include agency founders and directors, legislators, fundraisers, organizers, clinicians, and policy advocates in the public, nonprofit and business sectors. The school is proud of its longstanding commitment to professional education, research and service.

MISSION AND GOALS
The School of Social Work (SSW) is dedicated to societal transformations to eliminate social, political, economic injustices for poor and oppressed populations and to advancing the quality of life for all through:

• Education emphasizing the discovery of knowledge, use of critical inquiry, and exertion of professional ethics to guide solution seeking and action taking to effect social change among professional social workers in front-line, supervisory, managerial, and leadership positions.
• Research and scholarship to advance applied knowledge and generate evidence based strategies to resolve problems occurring between people and their social environments at local, state, national, and global levels.
• Public service to aid the dissemination of knowledge and evidence based strategies.
• Responding to the needs of constituents through collaborations and partnerships with communities, agencies, and organizations.

The goals of the School of Social Work are:

• The preparation of ethical and culturally competent social work practitioners and leaders who are committed to social and economic justice, the eradication of barriers, and the fullest development of human potential;
• The provision of educational opportunities to a diverse population of students representative of the constituencies served;
• The production of scholarship and research that contributes to social work’s knowledge base;
• Engagement in service-related activities with relevant constituencies.

The SSW Mission and Goals informs all aspects of the school’s programs, including the MSW curriculum.

PROGRAM COMPONENTS

The Master of Social Work (MSW) Program consists of 60 semester hours of course work and field practice taken full time (two academic years) or part-time (over three or four academic years). Students who have earned a Bachelor of Social Work (BSW) may be eligible for the accelerated advanced standing program. Except for those admitted with advanced standing, all entering students follow a common foundation curriculum. Prior to
the start of their advanced program, students select a concentration and specialization. The concentrations are Clinical Practice, Management & Planning, and Social Work with Communities & Policy Arenas. Specializations are in Children, Youth, and Families; Health and Mental Health; or Individualized (designed with approval of the MSW Director and the student’s academic advisor). Students also take electives and Integrative Seminar. Course descriptions are in Appendix B.

<table>
<thead>
<tr>
<th>Foundation (30 credits)</th>
<th>Advanced (30 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBSE (6 credits)</td>
<td>Specialization (6 credits)</td>
</tr>
<tr>
<td>Social Welfare Policy (6 credits)</td>
<td>Concentration (9 credits)</td>
</tr>
<tr>
<td>Research (6 credits)</td>
<td>Field Practicum (6 credits)</td>
</tr>
<tr>
<td>Practice (6 credits)</td>
<td>Electives/Financial Management (6 credits)</td>
</tr>
<tr>
<td>Field Practicum (6 credits)</td>
<td>Integrative Seminar (3 credits)</td>
</tr>
</tbody>
</table>

**Foundation Curriculum**
The MSW foundation curriculum is generalist, in that it familiarizes the student with the breadth of social work. Students take 30 credits worth of course and field work. Courses cover content in human behavior and the social environment (HBSE), research, social welfare policy, and social work practice.

At the completion of the foundation curriculum, students will demonstrate the ability to:

1. Apply strategies of social change and advocacy that help advance social, political, and economic justice.
2. Use critical inquiry and scientific research methods, both qualitative and quantitative, to evaluate and advance one’s own social work practice and that of the profession.
3. Understand and work to eliminate the forms and mechanisms of oppression and discrimination at all system levels.
4. Practice with knowledge, skills, and respect with regard to age, class, color, culture, ethnicity, family structure, gender, language, marital status, national origin, physical and/or mental disabilities, race, religion, sex, and sexual orientation.
5. Understand and adhere to the values, ethical standards and principles of the social work profession.
6. Use knowledge of the social work profession's history, concerns, and societal contributions to inform contemporary issues in practice.
7. Practice with the skills and knowledge base of a culturally competent generalist social work practitioner at all system levels.
8. Demonstrate professional use of self in their practice with effective communication skills, self-awareness, inclusion of supervision and consultation, and the creation of positive change within organizations and service delivery systems.
9. Understand, analyze, influence, and formulate social policies.
10. Critically apply theoretical frameworks, supported by empirical evidence, that offer insight into the development and behavior of individuals over the life span and the interactions among individuals, families, groups, organizations, and communities.
ADVANCED CURRICULUM

The MSW advanced curriculum (30 credits) builds on the generalist content of the foundation year and allows students to examine in greater depth a practice method (Concentration) and field of practice (Specialization).

At the completion of the advanced MSW curriculum, students will be able to

1. Use theoretical frameworks to work toward resolution of complex ethical dilemmas and value conflicts encountered in the context of social work practice spanning field, policy and research issues.
2. Practice their concentration area with particular emphasis on cultural competence and societal transformation.
3. Demonstrate a critical use of self and ability to tolerate ambiguity necessary in social work practice.
4. Partner with client systems in a collaborative relationship to effectively assess, intervene and evaluate practice in their specific concentration and specialization areas.
5. Apply knowledge of a specialized area of human behavior to social work practice using critical thinking skills, including abstract reasoning, critical evaluation of theory and synthesis of empirical research.
6. Critically evaluate existing policy and advocate for effective policy responses in their specialization area.
7. Use an evidence based approach to selection and evaluation of practice approaches within their specific concentration and specialization areas.

A. Concentrations

A concentration involves two practice courses, taken prior to or concurrently with an advanced field placement, and a research course.

Clinical Practice: prepares students to engage in social work in a clinical capacity with individuals, families, and groups, and to apply research skills in planning and evaluating clinical work. Guiding frameworks include feminist, strengths-based, and systems-focused interventions based on psychodynamic, cognitive, behavioral, social learning, and solution-focused theories. These frameworks are applied to all direct social work practice situations with differential use regarding the presenting problem, culture, social class, race, gender, and sexual orientation. Students will develop practice techniques in each model. They will also learn to apply the diverse roles of clinical social worker (counselor, case manager, educator, group facilitator, collaborator, advocate, and therapist) in their careers.

The learning objectives of this concentration are for students to be able to:

1. Apply ethical assessment and decision-making processes in the context of practice to determine and implement ethically appropriate interventions consistent with the NASW Code of Ethics.
2. Demonstrate a critical use of self through self-reflection and introspection about practice and through the process of supervision.
3. Differentially select and use multiple theoretical frameworks of human behavior that support collaborative and culturally sensitive interventions with vulnerable populations.

4. Select and apply techniques from psychodynamic, cognitive-behavioral, and crisis intervention, behavioral, and systemic/structural frameworks to support collaborative and culturally sensitive interventions with vulnerable populations.

5. Conduct multidimensional and culturally appropriate clinical assessments of individuals, families, groups and communities.

6. Differentially select and use multiple practice models to conduct collaborative, culturally appropriate, evidence based interventions to effect transformative change at the individual, family and group levels.

7. Evaluate the effectiveness of practice interventions.

Management & Planning: prepares students for advanced practice roles in nonprofit, public, profit, and other human services organizations. Course and field work address: planning, program development, organizational governance, policymaking, resource development, financial management, human resource development, policy analysis, program evaluation, organizational theory and models. Issues pertaining to values and ethics and culturally competent practice are woven throughout these topics so that students acquire the tools for effective leadership in the twenty-first century. Advocacy, evaluation, and social change practice in human service agencies and related organizations are also emphasized.

The learning objectives of this concentration are for students to be able to:

1. Synthesize concepts and skills for linking social planning and administration.
2. Distinguish and apply the organizational characteristics, dimensions, and functions of leadership and team building.
3. Demonstrate analytical skills for evaluating data relevant to the planning and management of human service organizations.
4. Apply administrative and organizational theory to planning and management of societal problems.
5. Integrate policy and program development theory and practice.
6. Demonstrate and employ the primary mechanisms and procedures for exercising financial management and strategic use of budgeting for service effectiveness.
7. Recognize and resolve ethical dilemma in planning and administrative practice.
8. Interpret the facilitative and constraining effects of organizational behavior.
9. Apply and evaluate planning theory for community and neighborhood capacity building.

Communities & Policy Arenas: prepares students to be change agents and contribute to creating the requisite social, political, and economic conditions to help communities meet their needs and achieve their full potential. The concentration focuses on advocacy and engagement with the institutional, political, and public aspects of community life.
Students will learn the history, models, and methods of community organizing, community development, social movements, social and economic policy development, and legislative advocacy. They also will acquire the skills of strengths-based community assessment and the ability to select and apply appropriate models and methods of effecting change based on multidimensional assessments and project goals. Career opportunities can be found in research institutes, advocacy groups, neighborhood and community membership organizations, community capacity building and organizing initiatives, government and elected officials’ offices, unions, and other policy arenas.

The learning objectives of this concentration are for students to be able to:

1. Understand, and differentially apply models and methods of community organizing, community development, social movements and social/economic policy development and change.
2. Integrate and apply the concepts of power, empowerment, participation, human rights, and economic and social justice as the foundational values for community and policy practice.
3. Understand and apply knowledge of diversity, and skills for cultural competency in their practice at the community and policy levels.
4. Analyze, within a global context, the needs, conditions and resources (i.e. political, economic, psychological, cultural, social, spiritual and organizational dimensions) of practice in communities and policy arenas.
5. Utilize appropriate models and methods of effecting and evaluating change in communities and policy arenas based on a multidimensional assessment and the goals of the practice interventions.
6. Identify and critique the ideological influences, values, and belief systems underpinning practice in organizations, communities and policy arenas.
7. Recognize and work to resolve ethical dilemmas in community and policy practice in ways that demonstrate cultural understanding and sensitivity.
8. Use participatory and action research to facilitate consciousness raising, cultural awareness, and social/political change.
9. Demonstrate analytical skills for examining and using data relevant to organizations, communities, and policy-practice.

B. Specializations
The specializations apply an advanced generalist social work framework to a given field of practice. A specialization is comprised of a human behavior and social environment (HBSE) and a policy course.

**Children and Families:** The focus of the specialization is at-risk children and families. The risks may be those resulting from intra-psychic, interpersonal, and/or social factors, such as poverty, racial and other forms of oppression, maltreatment, or family conflict. The specialization considers a range of services from prevention to remediation with particular attention to the development of culturally relevant services for children and families.
The objectives of the Children and Families Specialization are:

1. Articulate and apply theories, models, perspectives, and interventions related to social work practice with children, youth, and families at all systems levels;
2. Critically evaluate research studies pertaining to at-risk children and families;
3. Select and critically evaluate evidence based practices with at-risk children and families;
4. Critically evaluate social policies for at-risk children and families and advocate for relevant reforms;
5. Assess theories, models and services in terms of their relevance for children and families from different socioeconomic, cultural, racial, and religious groups.

Health and Mental Health: This specialization prepares students for practice in the rapidly changing fields of health and mental health. Students are introduced to the societal and professional forces that help shape the field of health and mental health care, the evolving roles of social work within these areas, and the positive contributions they can make to improving the system and promoting the well being of all members of society.

The objectives of the Health/Mental Health Specialization are:

1. Articulate and demonstrate skill in applying health/mental health theories, models, perspectives, and interventions appropriately to professional practice at all systems levels.
2. Describe the relationship between socio-demographic characteristics, such as race, age, gender, and income, and incidence/prevalence of health/mental health conditions and diagnoses.
3. Describe the concept of “illness trajectory” in health/mental health and identify salient associated issues.
4. Critically evaluate research pertaining to health/mental health issues.
5. Select and critically evaluate evidence-based interventions related to health/mental health social work practice.
6. Critically evaluate health, mental health, and related social policies and advocate for relevant reforms.
7. Assess theories, models, and services for their appropriateness for racially, socio-economically, culturally, and otherwise diverse client systems.
8. Understand, articulate, and apply the concept of “boundary spanning” as it relates to health/mental health practice at all systems levels.

Individualized Option: Students may choose to design a specialization in an area different from the two offered by SSW. Students must work with their advisor to design a coherent plan of study that includes a policy and HBSE course in the chosen specialization. The student must complete an “Individualized Option Specialization form” in which they delineate what courses they will take and provide an education rationale for their topic. (see Appendix E). This must be signed by the student’s advisor and the MSW Director (Main, Ambler, TUCC) or the Assistant Chair (Harrisburg campus and cohort sites). This
petition will be placed in the student’s permanent file. A student-designed specialization must demonstrate an intellectually sound rationale in order to be approved.

**ADDITIONAL COURSES**

**A. Electives**

Students take six credits in elective coursework, except for Management and Planning students who must take Financial Management and one elective. Any graduate level course in social work, the college or other university departments may be considered for an elective. Social work electives vary from semester to semester. Recent electives have included: HIV/AIDS, Alcohol & Substance Abuse, Wealth, Poverty & In-between, Assessment & the DSM, Emotional Disorders of Children, Social Transformation, and Homelessness. If a student wants to take a course outside of the school, s/he must get their advisors approval before registering.

**B. Independent Study Guidelines**

A tutorial or independent study offers students an opportunity to study material not offered in the standard curriculum. Students wishing to register for an independent study (SW 9082 or SW9182) need to first arrange it with a full-time faculty member who agrees to serve as instructor for the tutorial. The student and faculty member must complete an MSW Independent Study Agreement (see Appendix F). A description of the proposed tutorial and its purpose toward the student’s degree, including the content, objectives, time frame, assignments and plan for evaluation must accompany the form. Once the tutorial is approved by the faculty member and the student’s faculty advisor, the student must bring a copy of the form to MSW Program Director (main campus) or the Assistant Chair (TUH). *Registration can only occur after the form is completely filled out and all signatures obtained.*

**C. Integrative Seminar**

This course is taken in the last semester of the program. It is designed to synthesize various approaches to social work learned in prior classes through the lens of ethical practice and decision-making.

**NOTES:**
FIELD EDUCATION

Field education is considered social work’s “signature pedagogy.” The field practicum is a critical component in a student’s social work education and training. In a field practicum, a student has the opportunity to apply and integrate knowledge and skills learned in the classroom, as well as develop new understandings and methods of practice. Students are interns in an approved human service agency during both their foundation and advanced (Concentration) years. Agencies are selected based on a number of factors including compatibility with SSW’s mission and educational requirements, previous student feedback, and the Council on Social Work Education’s accreditation guidelines. Students work with a Field Education specialist, who assists in locating a field practicum and serves as a liaison between the placement agency and the School.

Field internships require careful planning. Students need to work closely with the Office of Field Education and be mindful of deadlines. Consult the Field Education Manual for complete details.

The field placement is a course – not a job. There are course objectives, competencies and expected outcomes. All students have assignments required by the Field Education office, as well as tasks and responsibilities delineated by the placement agency. Students are expected to integrate and apply what they have learned in their other courses to their field placement experiences. Any problems or concerns need to be raised with the appropriate field education staff as soon as possible.

The foundation field practicum is a generalist one in which the student is introduced to the broad range of social work interventions and approaches. The overall goal is for students to become familiar with knowledge and skill sets applicable across various setting and populations. Consequently, the foundation practicum may not necessarily be determined by specific issue or population requests by the students. Students must have taken or be enrolled in Practice of Social Service Delivery I (Fall) and II (Spring) (SW 5107/5108). MSW Foundation students complete a minimum of 225 placement hours per academic semester for a minimum total of 450 hours per year.

The advanced field practicum is determined by the student’s Specialization and Concentration. In the advanced practicum, students acquire more focused training in their area of interest. Typically, students have considerable input into the selection of this practicum. Students in an advanced practicum must have taken or be enrolled in their Concentration Practice I (Fall) and Practice II (Spring) courses. MSW Advanced students complete a minimum of 300 placement hours per academic semester for a minimum total of 600 hours per year.

Practice courses at the Foundation and Advanced MSW level are offered in Fall (course I) and Spring (course II) semesters only. Not completing or passing course I means that the student cannot go into course II or practicum II.
Students should not assume that agencies will accommodate their various family, work or personal obligations. Students with substantial constraints on their time should pursue a part-time program option. Students who are working full-time should make every effort to secure employment at an agency that would allow for an Employment-based placement.

Due to educational and accreditation requirements, specifically client contact hours and supervision, students need to complete most, if not all, of their internship hours during regular business hours. Weekend and/or evening placements are very rare. Students should not rely on these options to complete their internships in their entirety.

Any student working full-time is expected to follow a part-time MSW format.

A. Schedule Options
There are three options for MSW students to design their field placements using fall, spring and summer academic terms. Many field agencies will not offer all options but remain hosting students under the traditional Fall/Spring model. The Office of Field Education will continue to work with students and agencies regarding which option or options are feasible for their schedule and organization.

A student who chooses the Summer Block or Spring/Summer option needs to meet with their Academic Advisor for course planning, as this placement choice deviates from the prescribed program formats (Appendix C).

Fall/Spring Option: Students engage in a concurrent model of field and practice courses.

Option A: Traditional Fall/Spring Model

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<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
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<td>Field I</td>
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Summer Block Placement Option: Students perform a concentrated block placement the summer following the required practice courses. This approach will allow students to perform field work during a concentrated time period that better fits their schedule, out of state and internationally.

Option B: Block Placement Model

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<th>Fall</th>
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<th>Summer I</th>
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<td>Field I</td>
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Spring/Summer Option: Students enter field in the spring semester and continue practicum through the summer. This would allow students to plan field according to work requirements, take advantage of unique placement opportunities and allow students with more summer availability to use summers more effectively in the MSW program.
Option C: Spring/Summer Model

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<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
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<td>Field I</td>
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B. Placement Process

All students must submit a completed field application in order to be placed in an internship. The application consists of an information sheet, resume and brief essay on the student’s educational and career goals. Students should be mindful of the application deadlines, as failure to submit materials on time may result in not being placed for the upcoming academic year. Application materials are available from the Office of Field Education.

Details on field application materials and information sessions are disseminated through student TUmail accounts and relevant blackboard sites. Students are responsible for monitoring these sources.

There are several options for planning and securing a placement:

- **Field Department Placement Option**: Student completes the field application, submits it to the Office of Field Education and a Field Education Specialist will be assigned to locate a placement for your upcoming year based on the information documented on the application. (Student must have one full day or 2 half days available during the weekday to be eligible for this option.

- **Student Self-Referral Option**: A student can independently contact an agency to solicit their own field placement, including making inquiries to determine if an agency is interested in a student intern. If a student prefers this option, a Student Self Referral Form must be submitted. The Office of Field Education must contact the agency to ensure the quality of placement, learning opportunities for the student, as well as maintaining a clear relationship between SSW and the agency; in addition, the agency must complete necessary affiliation paperwork in order to host a SSW student.

- **Extended Option**: It is possible for MSW students to arrange a 15-hour (MSW Foundation) or an 18-hour (Advanced Year) a week placement rather than a 2-½ day or 3 day placement. This may require the student to be in placement over the December/January break and Spring break. This option must be discussed with the field staff and the field instructor, and must be indicated in the Learning Contract.

- **Employment Based Option**: An Employment Based Education Field option is available for those students who would like to have their field placement at the agency where they are employed. The curriculum and objectives of the Employment Based Field Education program are identical to those in the regular
program. The pattern of field education, however, provides the student with the opportunity to continue employment while completing their MSW foundation or advanced year placement with assignments that are educationally appropriate, as well as, separate and distinct from the employment experience.

Field placement application materials are reviewed initially to make sure that the application is complete. These materials then are given to a field education staff, which will be used as the basis for locating a placement. The field education staff will then contact an appropriate agency based on the student’s application and refer the student for an agency interview. At times, the field education staff will contact the student to discuss learning goals, identify any particular concerns (i.e. transportation), and clarify curriculum objectives of the placement. During these discussions, students can also convey ideas for a placement site and any additional information that might assist the identification of an appropriate agency.

Based on program requirements and the educational needs of the student, a Field Education staff will identify a placement site and field instructor. The field education staff will then refer the student to the field instructor for an agency interview. At this interview, the particular educational opportunities and agency expectations will be outlined.

If the student submits a self-referral the field education staff will then contact the designated agency to ensure fit with Council on Social Work Education field placement standards and SSW field curriculum. In addition, if the placement is to be employment-based, the field education specialist may wish to participate in this meeting in order to finalize details.

Students should prepare for, and participate in, the interview in a professional matter. Prior to the interview, students may wish to talk with the Field Education Staff for a more complete sense of what the agency does, what kinds of experiences students have had in the past, what might be expected from the agency, and so forth. Students should bring copies of their resumes to the interview. Whenever possible, student should review the agency’s website for additional information.

Whether a self referral or Office of Field Education referral, students should not expect to be sent on multiple interviews, and should not treat this process as if it were a job search in which options can be compared. Only if it becomes apparent that educational requirements cannot be met, or if the field instructor raises concerns about the appropriateness of the student, should you or the Office of Field Education seek out another agency referral.

Inappropriateness can include, but not be limited to: arriving late for the interview or not showing up at all; unprofessional behavior, dress and/or language; or unsuitable affect or behavior during the interview.
If a student is sent on three referral interviews and is still unable to secure a placement, he/she may not be placed in field that semester. A meeting will be held with the student, field education staff, Assistant Director of Field, MSW advisor, and/or other appropriate persons to determine the student’s suitability for the program and the profession.

Students confirm their placement assignment by contacting their field education staff assigned to him/her for placement. Assuming that the Field Instructor has agreed to accept the student, the Office of Field Education will send to the student and Field Instructor a confirmation, usually via email. A placement is not considered confirmed until the student and field instructor receive written notification to that effect from the Office of Field Education.

The Office of Field Education makes every effort to have all students confirmed in their field placements prior to the start of the academic year. If a student begins the placement later than the official start date, that student must make up those hours in the internship. Students, who do not submit materials on time, submit incomplete applications packets, delay in scheduling referral interviews, or otherwise fail to respond in timely ways, risk starting placement late, loosing placement possibilities, or not being placed for the upcoming semester or year.

Once a student has been confirmed for placement for the upcoming semester a student CANNOT continue to seek out a new placement, this includes employment base, self-referred or Office of Field Education placements. If a student rejects a placement once it has been confirmed, the Office of Field Education has the right to decline replacement of student for the upcoming semester or year.

C. Placement Site Criteria

The Office of Field Education considers the following criteria when determining the suitability of an agency as a field placement site for social work students:

- Clearly defined agency practice, the goals of which are compatible with the values and objectives of the social work profession, the accreditation standards of the Council on Social Work Education, and the mission of the School of Social Work;
- Provision of appropriate learning experiences for students, including work assignments, participation in staff meetings and trainings, conferences and other options that will enhance the students’ education;
- Ability to support student coursework, including research assignments;
- Provision of opportunities for the student to contribute to the assessment, evaluation and improvement of the agency’s processes, programs, services and activities;
- Availability of a qualified field instructor with adequate time to carry out the educational responsibilities for the duration of the student’s placement;
- Stability of program and staff that will insure continuity of the field experience for at least one full academic year, and preferably more;
- A staff of sufficient size to maintain the agency’s practice, without reliance upon students as the major source of the workforce;
• Provision of adequate space, equipment, clerical services, and personnel policies that support a student placement.

**Inappropriate Placement Sites:** Students may not complete a field placement in any agency in which the student is currently, or has in the past, received mental health or other social services. Students may not complete a field placement in an agency where any family member, significant other or close friend is currently receiving services, so as to not violate that persons’ right to confidentiality. It is the responsibility of the student to decline and alert the field office to such an assignment. If student violates this policy, student will be asked to leave the placement and may receive a failing grade for not adhering to the Office of Field Education policy.

**NOTES:**

To get complete information on Field Education policies, procedures, requirements and deadlines, students should consult the Field Education manual, attend Field Education information sessions, and meet with Field Education staff. Students need to plan and be proactive; waiting until the last minute will jeopardize the placement.
SPECIAL PROGRAMS AND PARTNERSHIPS

A. Dual Degree in Social Work and Public Health

On Temple’s main campus, the School of Social Work and the Department of Public Health of Temple University offer a Dual Degree Program that affords both full and part-time students an opportunity to earn the MSW (Master of Social Work) and the MPH (Master of Public Health) degrees.

This degree program prepares professionals to assess, understand, and address health-related conditions that impact the well being of individuals, populations, and communities. MSW/MPH graduates seek employment as administrators; policy and program planners and evaluators; counselors or clinicians; educators; and/or researchers.

Students take courses in both departments throughout their degree program. Students complete internships in community agencies where they have opportunities to apply theories and skills from both professions to health-related practice. Within Public Health, students design, undertake, and evaluate a capstone project that they carry out in their internships. The Dual Degree Program meets the requirements of the accrediting bodies of both Social Work and Public Health.

**Dual Degree Requirements:** Students can complete the program in three years full-time (including summers) and four years part-time (including summers). Advanced Standing students (applicants with BSW degrees from accredited undergraduate programs who meet additional admission requirements) can complete the program in two years full-time (including summers) and three years part-time (including summers). Both programs provide fieldwork advising. Most courses are offered during evening and/or weekend hours.

**Dual Degree Admission Procedure:** Students must meet both MSW and MPH admission requirements. Applications must be submitted to each of the programs, and are available on line at [http://webserv.admin_svc.temple.edu/GradApp/Online.asp](http://webserv.admin_svc.temple.edu/GradApp/Online.asp). Applicants should indicate their interest in the MSW/MPH prominently on the first page of the form. Once accepted by both programs, applicants are considered for Dual Degree Program admission.

For further information on the Dual Degree Program, please contact:

Karin Garg, Ph.D., M.P.E., L.C.S.W.
School of Social Work
(215) 204-1217
kgarg@temple.edu

B. Home and School Visitor Certification: Students interested in school social work may consider choosing “Individualized Option – School Social Work” as their specialization, and pursuing the Home and School Visitor Certification. The Home and School Visitor Certification is administered by the Pennsylvania Department of Education. The
certification is required to work as a social worker in some schools in the state. Temple SSW does not currently offer a Home and School Visitor Certification program. However, Bryn Mawr’s Graduate School of Social Work and Social Research will work with SSW students who wish to be certified through their program. Students interested in this option must follow a prescribed curriculum in order to meet the requirements for the certification. This includes courses at Bryn Mawr (at a higher tuition rate). Interested students should meet with their SSW academic advisor for more detailed information.

C. Play Therapy Certificate: SSW offers a post-graduate certificate that will prepare individuals to meet the 150 hours of play therapy-specific educational requirements to become a registered Play Therapist. MSW students may take the first two courses in the 5-course certificate curriculum as an Individualized Specialization Option. The remaining certificate courses would be taken after graduation. This takes careful planning since courses alternate between Ambler and Harrisburg campuses. For information on this certificate program: http://chpsw.temple.edu/ssa/academic-programs/post-graduate. Students also should consult with their academic advisors.

D. Lutheran Theological Seminary of Philadelphia Collaboration: SSW has partnered with the Lutheran Theological Seminary to provide a Master's in Public Leadership from that institution. Seminary students take several MSW courses as a way of rounding out their studies. MSW students may choose courses at the seminary as electives or as an Individualized Specialization Option in Faith-based Social Work.

E. Exchange Program with Erfurt University of Applied Sciences: For several years, the School of Social Work has hosted an educational visit by undergraduate students studying social welfare and social work at Erfurt University in Germany. Temple BSW and MSW students have traveled to Erfurt as well, to learn about European and other international models of social welfare and social work. Academic credit for such trips can be arranged via an Independent Study.

PROGRAMS OPTIONS

Program Formats

Temple University’s School of Social Work offers a wide range of flexible opportunities for students to complete an MSW degree. These include: the full-time two-year and part-time three- and four-year programs, the Advanced Standing full-time one-year program, and the Advanced Standing part-time eighteen-month and two-year programs. Program formats for the School’s various MSW degree opportunities can be found in Appendix C of this Handbook. Students in the Commonwealth Cohort Programs need to follow the program formats prescribed for their specific site.
ADMISSION OPTIONS

Regular Standing
Students in regular standing complete 48 semester-hours of course work and 12 semester-hours of fieldwork, for a total of 60 graduate credits necessary to be awarded the MSW degree. We offer this program of study in two years for full-time students and in three or four years for part-time students.

Advanced Standing
Students awarded a bachelor’s degree in Social Work from an accredited B.S.W. program in the United States, who earned an overall GPA of at least 3.25, a social work GPA of 3.25 or better, and no more than one C in their social work classes may be eligible for Advanced Standing status. Students admitted with Advanced Standing receive 25.5 foundation credits as a result of their status and complete 28.5 semester hours of course work and 6 semester hours of field instruction for a total of 60 credit hours required for the MSW degree. This enables full-time students to complete an MSW in one year and part-time students to complete the degree in 18-24 months (depending on course selection).

Non-Matriculated Status
Applicants to the MSW program who do not have the required 3.0 undergraduate GPA, but otherwise have strong qualifications for professional social work, may be offered a non-matriculated option to take courses. This option, which defers a final admission decision, allows these individuals to demonstrate the ability to do graduate level academic work. Non-matriculated students take SW 5001 (HBSE I) and SW 5005 (Social Welfare Policy I). They are treated as a regular standing MSW student, in terms of rights and responsibilities. If, at the end of that semester, the student receives a GPA of at least 3.25 with no grade below a B, then his/her application will be reviewed and a final decision to admit or reject will be made. If admission is offered, then the 6 credits will count toward the MSW degree and the applicant will become a regular standing student.

NOTES:
II. POLICIES AND PROCEDURES

ACADEMIC PLANNING

It is the student’s responsibility to follow the prescribed program formats (see Appendix C). If a student gets out of sequence, for whatever reason, s/he needs to meet with their academic advisor to design a new academic plan. Students should not plan on every course being offered every semester – many courses are only offered once or twice during the academic year. Students in off-campus and Commonwealth Cohort programs need to be particularly mindful of course availability and planning.

ACADEMIC ADVISORS

Every student entering the MSW program is assigned a faculty advisor who will advise him or her for the duration of his or her studies. Advising is an ongoing process of clarification and evaluation of a student’s academic, postgraduate, and career goals and progress.

The Advisor’s Role includes: discussion of education goals and academic progress; responding to concerns not addressed elsewhere; clarifying degree requirements; helping with course planning; and assisting with any problems resolutions or grievances. The student’s responsibilities include: scheduling of advising meetings (recommend at least once per semester); registering for courses; following the correct academic plan; and maintaining documentation.

Few things frustrate academic advisors more than a student who comes to a meeting unprepared to discuss options and/or take notes. When communicating with an advisor, students need to provide their TU ID numbers. Students are active, not passive, participants in the advising process.

Students wishing to switch advisors should confer with the MSW Program Director or with the Assistant Chair (Harrisburg).

PLANNING FOR THE ADVANCED PHASE OF STUDY

Students need to select a specialization and concentration, which frames the advanced field placement as well as the selection of advanced coursework. Most students have identified their preferences prior to starting the program, though a number of students make their decisions within the first semester or year of the program. Students who are planning to develop an individualized specialization (individualized concentrations are not an option) must work closely with their advisor in designing their proposal.

Students wishing to change their concentration or specialization during their advanced phase of study should be aware that such a change ordinarily necessitates completion of additional coursework in order to meet all the requirements and will also have an impact on the advanced field placement.
**COURSE REGISTRATION**

The University Registrar is responsible for procedures related to registration and for setting the dates of registration. The college’s Office of Enrollment and Student Services works closely with the Registrar’s Office in overseeing the registration process and distributing the materials necessary for students to register. For questions about registration requirements or scheduling, contact your faculty advisor.

Students are responsible for registering on-line for their classes prior to the start of every semester. Students can begin registering at midnight on a given date each semester based on the number of credits they have completed (including transfer credits). Advisors are available prior to and throughout registration for assistance creating academic plans, determining what requirements are still needed, and the best sequence to complete these requirements. Advisors, however, do not register students. Students with academic, financial or other holds on their accounts will not be able to register until those holds are resolved; places will not be reserved in courses for these students.

**It is particularly important for students with specific needs regarding course days and times to register as early as possible. It is the policy of the school to provide the needed number of course seats; the school DOES NOT guarantee seats in a specific section for students. Students need to enroll in sections with openings and should not expect to be placed in closed sections. Students who do not register in a timely fashion will not be allowed into closed sections of courses.**

Students need to be mindful of **drop/add and withdrawal procedures and dates**. After the drop deadline, registered students are responsible for full tuition and fees. For assistance with dropping or withdrawing from a course, a student should consult with his/her academic advisor.

Information regarding registration dates and online registration, including when late registration charges may be incurred, can be at [www.temple.edu/registrar](http://www.temple.edu/registrar).

**NOTES:**

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ACADEMIC POLICIES

The School of Social Work follows the policies and procedures set forth by the Graduate School. Students should familiarize themselves with these guidelines that can be found at: http://www.temple.edu/grad/policies/index.htm. Many of the procedures outlined below require forms available at www.temple.edu/grad/forms.

CLASS ATTENDANCE
Students are expected to attend all of their classes. Excessive absences may lead to a failing grade and are to be brought to the attention of the student and the academic advisor by the instructor. Typically, instructors delineate specific attendance and participation requirements in the class syllabus.

CONTINUOUS ENROLLMENT/LEAVES OF ABSENCE
Students matriculated in the MSW Program are required to be continuously enrolled (in other words, during fall and spring) from the semester of admission to the semester of graduation. If a student cannot maintain continuous enrollment, s/he should take a leave of absence. The student should work with his/her academic advisor to complete the necessary forms, available at www.temple.edu/grad/forms. While on a Leave of Absence, a student may not use any university facility or receive academic direction or guidance except related to the student’s petition for continuing the leave or for advising related to progress toward completion of the degree. A student who leaves the program for one or more semesters, but has not filed for a leave of absence, will need to do so before being allowed to return to the program.

DISABILITY ACCOMMODATIONS
Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in Ritter Annex 100 to coordinate reasonable accommodations for a documented disability. Instructors cannot provide accommodations, and accommodations are not retroactive.

GRADUATION APPLICATION PROCEDURES
Students must make written application to graduate on forms available for this purpose from the Office of Student Services. Applications must be submitted on time to insure adequate time for record clearances by the appropriate University offices as well as sufficient lead time for the printing of diplomas. Deadlines for filing for May, August, and January graduations are announced in the Graduate School Bulletin (http://www.temple.edu/gradbulletin/) and disseminated through college and school listservs. A $35.00 Graduation Application Fee is assessed to cover the costs of processing the initial application.

Students who miss the filing deadline for any semester or who do not graduate for any reason at the commencement for which they apply must re-apply to graduate at the next commencement. Applications do not roll over from one semester to another.
**Graduate Credit for Undergraduate Courses**

A graduate student may take an undergraduate upper division course for graduate credit only with the advance, written permission of the student’s advisor and the MSW Program Director. This must be obtained prior to the first day of classes. Permission will be granted only if the graduate student is required to complete more advanced work than that required of undergraduates, and the petition specifies the nature and extent of the additional work (e.g., a research paper or project). To receive graduate credit, the student must pay graduate tuition and fees. Find the Request to Take an Undergraduate Course for Graduate Credit form at [www.temple.edu/grad/forms](http://www.temple.edu/grad/forms).

**Graduate Credit for Work Experience**

The SSW does not award graduate credit for work experience.

**Incompletes**

An instructor can file an “I” (Incomplete) only if a student has completed the majority of a course’s requirements at a passing level by the time grades must be submitted but has not completed all of the work, for reasons beyond the student’s control. An “Incomplete” can not be used to avoid failing a class. The student must have a written agreement with the instructor and the department regarding completion of the work, including the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement will specify a default grade to be received if the work is not completed by the date indicated. One copy of the agreement shall be retained by the instructor, one by the student, and one shall be placed in the student’s permanent file. The Incomplete Agreement may be found at: [http://www.temple.edu/grad/forms/documents/agree_issue_incomplete_09.pdf](http://www.temple.edu/grad/forms/documents/agree_issue_incomplete_09.pdf) and in Appendix G.

When reporting the grade of “I” for a student, the instructor shall also file a report of the default grade. If the instructor does not change the grade of “I,” pursuant to the agreement with the student, by the end of one year from the time the grade of “I” was awarded, the appropriate University official shall automatically change the grade of “I” to the reported default grade, and the default grade shall appear on the transcript and be used for all other grading purposes as the actual grade received in the course. Faculty advisors and staff advisors have the option of not permitting a student to register for an “overload” if the student is carrying one or more active incomplete courses, or for a “full load” if the student is carrying two or more active incompletes.

**Prerequisites**

Students are permitted to register for a course provided they meet all of the prerequisites and co-requisites. This includes all program changes subsequent to registration. If students register for a course, but have not met the prerequisites or co-requisites, they will be withdrawn from the course but will be responsible for the tuition.
READMISSION
A student who has withdrawn, been dismissed for failure to maintain continuous enrollment for more than one semester, or has exceeded the time limit and is therefore ineligible to register, may be required to file a new application for admission. If accepted, the student is considered newly matriculated at the time of admission and will be required to complete all current program requirements.

TIME LIMITS/EXTENSION OF TIME
Students matriculated in the MSW Program are allowed a maximum of five calendar years to complete the degree requirements, starting with the semester of admission. This time limit applies to both full-time and part-time students. Where unforeseen circumstances prevent completion within this time frame, a student may request an extension of time not to exceed one calendar year. Forms for this purpose are available at www.temple.edu/grad/forms. The student’s academic advisor must approve such requests, as well as the Department Chair/MSW Director. Extensions beyond one calendar year will only be granted upon petition to and approval by the Graduate Board of Temple University.

TRANSFER CREDITS
Students who have completed up to 30 credits of course work at another CSWE-accredited graduate school of social work in the United States within the past five years may request the transfer of those credits. Up to 30 transfer credits may be granted toward the M.S.W. degree. At least 30 credits must be completed at SSW, including 6 credits in field education and 24 credits in social work classroom courses.

Students who have taken graduate level courses in other programs may also request a transfer of credits provided the courses are not part of an earned degree and have relevance to the student’s social work program of study.

Provision is made for transfer of credit into the MSW Program in accord with the following guidelines:

• All courses for which credit transfer is sought are subject to evaluation and approval by the SSW.
• No course taken more than the five years prior to enrollment will be approved for transfer credits.
• No course that has been used to satisfy the requirements for another degree, either at Temple or at any other institution, will be approved for transfer credit.
• All transfer credits must be of “B” quality or better.
• Students must complete a Transfer of Graduate Credit Request form and attach an official transcript issued by the registrar or other appropriate authority at the institution where the credits were earned (http://www.temple.edu/grad/forms/).
• Students must submit the syllabus for each course they want considered for transfer.
• A maximum of nine (9) credits earned at Temple University prior to matriculation may be counted toward the degree requirements.
• A student may petition the Graduate Board for approval of additional transfer credit.
Advanced Standing students are not eligible for transfer credit.

Any student who wants to transfer courses following matriculation must have the course pre-approved by their advisor and the MSW Program Director (in Harrisburg – Assistant Chair). Forms are available at: http://www.temple.edu/grad/forms/index.htm. All completed forms and course syllabi must be submitted at least four (4) weeks prior to the semester in which the student is to begin matriculated coursework. Students should consult with their academic advisor, and should not assume approval of transfer credits.

**Waiver Policy/Exemption Exams**
The following courses may be waived by successfully passing an examination (with B or better): Social Work Research and Data Analysis I and II (5003/5004), Social Welfare Policy and Services I and II (5005/5006), and Human Behavior in the Social Environment I and II (5001/5002). Students are encouraged to seek the appropriate waivers and to broaden their knowledge base by taking electives in areas that represent new content for them. Contact your faculty advisor for more information.

Students may sit for each waiver exam only once; they will be notified by e-mail whether they have passed. If a course is waived by examination, an elective for the same number of credits must be taken. Elective credit cannot be transferred in to satisfy the requirement for a waived class. To facilitate preparation for the waiver exams, students may request a current syllabus for the course(s) they would like to waive from the MSW Program Director. Exemption exams are held prior to a semester’s drop date; specific information may be obtained by emailing the MSW Program Director (chyde@temple.edu).

**Withdrawal from Courses**
The following policies govern course withdrawal:

- A grade of “W” indicates that a student has withdrawn from a course without grade or penalty.
- Students wishing to withdraw from a course during the first two weeks of classes (fall and spring semesters) may do so upon approval by their advisor. After the second week of classes, students wishing to withdraw with a “W” must have the added consent of the course instructor.
- A “W” will not be processed by the Registrar after the conclusion of final examinations.

A student wishing to withdraw needs to contact his/her academic advisor for assistance. In certain circumstances, a student may be able to petition for “Withdrawal with Approved Excuse,” which may help waive some costs (http://www.temple.edu/grad/forms/).

**Withdrawal from the University**
Students wishing to withdraw from the University should consult their academic advisor. They will be asked to complete an official Withdrawal Form, available from the Office of Enrollment Services. This form must be submitted in order that the student’s academic record reflect voluntary withdrawal from the Master of Social Work Program. The following policies apply to withdrawal and discontinued attendance:
• A student who withdraws prior to the conclusion of a semester will receive a grade of “W” for those courses in which she/he has a passing average and a grade of “F” for those courses that she/he is failing.
• A student who discontinues attendance without filing a Withdrawal Form will receive a grade of “F” at the conclusion of the semester for each course in which she/he is registered.
• A student who discontinues enrollment prior to completion of the degree requirements without filing a Withdrawal Form or obtaining an official leave of absence will be notified of the need to do so. Students who do not hold an official leave of absence for two consecutive semesters will be administratively withdrawn from the program.

A full tuition refund will be issued if a student completely withdraws from the University and submits the Withdrawal Form by the end of the second week of classes in the fall or spring semester, or the third day of the summer session. After these deadlines, there will be no refund of tuition for withdrawals transacted.

INCLEMENT WEATHER POLICY

In accordance with Temple University’s Inclement Weather Class Cancellations (#04.31.12) which can be found at: http://policies.temple.edu, please note the following:

Information on class cancellations due to inclement weather condition is provided via the University hotline at 215-204-1975, on Temple’s main web site at www.temple.edu or via local radio stations (KYW, WDAS, WIOQ, WPEN, WUSL, and WRTI), which will broadcast the following code numbers assigned to Temple University:
• 101: Day cancellation for Main, Center City, School of Law, and Health Sciences Center
• 2101: Afternoon/evening cancellation for Main, Center City, School of Law, and Health Sciences Center
• 426: Day cancellation for Ambler/Fort Washington
• 2426: Afternoon/evening/weekend cancellation for Ambler/Fort Washington
Note that day classes are those beginning before 4 p.m. and evening classes those beginning at or after 4 p.m.

NOTES:
III. STANDARDS

STUDENT CONDUCT

The School of Social Work has an obligation to hold students accountable not only for the mastery of academic content but also for the development of professional behavior expected of those in the social work profession. Specifically, the SSW holds students to the standards of honesty and integrity reflected in the National Association of Social Workers (NASW) Code of Ethics (www.nasw.org) and the Temple University Student Code of Conduct (www.temple.edu/studentaffairs/judicial_affairs).

These standards will be evident in responsible social interaction with faculty and peers on campus and in professional interaction with clients and staff in the fieldwork setting. Professional interactions are based upon respect for the rights and needs of clients, and regard for the ethical standards of the social work profession. Students should familiarize themselves with the Temple University Student Code of Conduct, particularly with the behaviors circumscribed as violations, and with the NASW Code of Ethics, which is considered by the SSW to embody the ethical standards of the social work profession.

SSW is responsible to its students, to the social work profession, to the social work clientele, and to society to promote these standards and to take action when students depart from.

**PLAGIARISM AND ACADEMIC CHEATING**

Plagiarism and Academic Cheating are serious offenses that are violations of the Social Work Code of Ethics and of the University’s Code of Conduct.

It is important that students acknowledge the work of others both in their written and oral work. Students should familiarize themselves with proper forms of documentation to meet the academic and professional standards of the university and to avoid plagiarism:

Academic honesty and integrity constitute the root of the educational process at Temple University. Intellectual growth relies on the development of independent thought and respect for the thoughts of others. To foster this independence and respect, plagiarism and academic cheating are prohibited.

Plagiarism is the unacknowledged use of another individual's ideas, words, labor, or assistance. All coursework submitted by a student, including papers, examinations, laboratory reports, and oral presentations, is expected to be the individual effort of the student presenting the work. When it is not, that assistance must be reported to the instructor. If the work involves the consultation of other resources such as journals, books, or other media, those resources must be cited in the appropriate style. All other borrowed material, such as suggestions for organization, ideas, or actual language, must
also be cited. Failure to cite any borrowed material, including information from the internet, constitutes plagiarism.

Academic cheating results when the general rules of academic work or the specific rules of individual courses are broken. It includes falsifying data; submitting, without the instructor’s approval, work in one course that was done for another; helping others to plagiarize or cheat from one’s own or another’s work; not fully participating in or being responsible to a project group for a class assignment, or undertaking the work of another person.

The penalty for academic dishonesty can vary from a reprimand and receiving a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the University. The penalty varies with the nature of the offense. Students who believe that they have been unfairly accused may appeal through their school/college's academic grievance procedure and, ultimately, to the Graduate Board if academic dismissal has occurred¹.

All MSW students, in the beginning of their first semester, must take and pass an on-line Writing Workshop and Quiz. Details for accessing and completing this assignment are sent via TUmail at the start of the semester.

STANDARDS OF SCHOLARSHIP

STATEMENT ON ACADEMIC RIGHTS & RESPONSIBILITIES
Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University's policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02): http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Grades
Courses graded A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F are used to calculate the graduate grade point average (GPA). No grade below a C- can be used to fulfill any graduate requirement.

Grading Policy
All courses except field education are graded using the letter (A-F) grading system. Field Education is graded as Pass/Fail. Recommended university guidelines for a grading scale are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>59 or less</td>
<td>F</td>
</tr>
</tbody>
</table>

Course syllabi, however, provide specific guidelines for that class, and may vary from these guidelines. Students should follow what is delineated in the syllabus.

¹Graduate Bulletin Policies and Procedures – Academic Honesty (www.temple.edu/grad/policies/index.htm)
A student who is registered for credit and who does not complete assignments will be given the grade of “F.” Students with a grade point average below B (3.0) will not be eligible for graduation.

GRADE REPORTS
SSW does not distribute or post grades. This is the responsibility of the University Registrar’s office. Additional questions about grades a student receives should be directed to the professor directly or to the student’s academic advisor.

GRADE REQUIREMENTS

| Per Graduate School policy: a student who receives more than two grades below B- or more than one grade of F will be dismissed for failure to maintain satisfactory grades. |
| Per Graduate School policy: A minimum cumulative GPA of 3.0 is required in order to graduate. |

With permission of the Department Chair/MSW Director, students may retake a course one time. If higher, the second grade replaces the first one for the purposes of the grade point average calculation. Both grades remain on the transcript, and both grades are included in considering that the student should receive “no more than two grades below ‘B-‘ and/or more than one ‘F.’”

ACADEMIC GRIEVANCES
An academic grievance is defined as a complaint lodged by a student about an academic practice, policy, or decision. This could include, but is not limited to alleged wrongful assignment of a grade; alleged bias, capriciousness, discrimination, punitiveness, or incompetence of a professor; alleged inequity in course assignment(s) or treatment.

Students with academic complaints, as defined above, have a four-stage process available to them for purposes of seeking satisfactory resolution. The SSW Ombudsperson (see below) may be asked by the student to mediate or otherwise intervene at any point in this process. The SSW Grievance Policy is in Appendix H.

NOTES:
STANDARDS OF CONFIDENTIALITY

The standards of confidentiality cited below are particularly relevant to the MSW Program.

THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The University abides by the provisions of the Federal Family Educational Rights and Privacy Act of 1974. This act insures a wide range of rights, including but not limited to: information about student records that the University maintains, who maintains them, who has access to them, and for what purposes access is granted. The act also permits the University to release “directory information” without a student’s consent. In addition, the act guarantees students’ access to their records and restricts the access of others.

Scope of the Act: The Federal Family Educational Rights and Privacy Act of 1974 affords to persons who are currently, or were formerly, in attendance at the University as registered students a right of access to their “education records” which contain information directly related to such persons. Persons who unsuccessfully applied for admission to the University are not covered by the Act. An unsuccessful applicant for admission to one of the schools or divisions of the University is not considered to be a “student” of that school or division even if the applicant is in attendance at another school or division of the University. The Act also restricts the persons to whom the University may disclose a student’s education records without the student’s written permission.

Records Covered: “Education Records” of a student include records, files, documents and other materials regularly maintained by the University which contain information directly related to a student, and which are maintained in connection with the student’s attendance at the University.

Records Excluded: Several types of records are excluded specifically from the scope of the Act. For example, a student is not entitled to examine the following:

(a) Records maintained personally by faculty members that are not available to others.

(b) Records which are created or maintained by a physician, psychologist or other recognized professional or paraprofessional which are created, maintained or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment.

Thus, for example, a student does not have the right to inspect records maintained by the University Health Services. Such records, however, can be personally reviewed by a physician or other appropriate professional of the student’s choice.

(c) Records (such as those which might be maintained by the University’s legal counsel), the confidentiality of which are protected by law.

(d) Records containing financial information about the student’s parents, such as information submitted in connection with an application for financial aid.
STUDENT AND THIRD PARTY ACCESS TO STUDENT RECORDS

Students may inspect the contents of their student records in the SSW by making an appointment with the Director of the Office of Enrollment and Student Services. References for which the student has waived the right to read may not be seen.

Students wishing information be sent to individuals or organizations outside the SSW must submit a written authorization for the release of such information.

FACULTY CONDUCT

Temple University is committed to providing a learning and teaching environment free from discriminatory, inappropriate, or disrespectful conduct and communication. Accordingly, University policies require fair and equal treatment of all students regardless of gender, age, ethnic background, religious preference, or sexual orientation.

Sexual harassment of students also threatens this environment and is expressly prohibited of all persons engaged in teaching at the University, including full-time and part-time faculty, and teaching assistants. With reference to behavior between an instructor and his/her students, no instructor may make a sexually suggestive or intimating remark, ask a student for a date or sexual favor, or in other ways make a sexual advance to the student. In situations where faculty members are not directly responsible for a student but in a position to influence that student’s academic career, an instructor must desist from expressions of sexual or romantic interest if there is any indication that such interest is unwelcome by the student. No instructor may indicate, explicitly or implicitly, that an academic reward or punishment could result from a student’s reaction to an instructor’s sexual or romantic advances.

Main Campus students who believe they have been the victims of sexual harassment should bring this to the attention of the SSW Chair or MSW Director. Harrisburg students should bring this to the attention of the Assistant Dean. Students may also wish to consult the equal opportunity ombudsperson. Counseling services are available from the Sexual Assault Counseling Center (SACE) for anyone who has experienced sexual harassment or assault (call 215-204-7276), or visit www.temple.edu/studentaffairs/counseling. Complaints of this nature are treated in strict confidence. Threats or other forms of intimidation or retaliation against students initiating a complaint of sexual harassment in good faith are also strictly prohibited within the University and may, themselves, be cause for disciplinary action.

EQUAL OPPORTUNITY OMBUDSPERSONS

There are two designated SSW Equal Opportunity Ombudspersons: Dr. Lois Millner (lois.millner@temple.edu) and Dr. Bernie Newman (b.newman@temple.edu). Students in Harrisburg and the Commonwealth Cohort sites should contact the TUH Ombudsperson: Ms. Anne Eckert (ake@temple.edu). Ombudspersons can be consulted regarding concerns about any form of discrimination. Students may also want to directly contact the Office of
Equal Opportunity Compliance for information or assistance regarding matters of discrimination or harassment ([http://www.temple.edu/eoc](http://www.temple.edu/eoc)).

**NOTES:**

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IV. RESOURCES AND SERVICES

See Appendices L and M for information on how to “Get Started” and how to contact various University offices.

ELECTRONIC/WEB-BASED COMMUNICATIONS

TUportal

An essential part of being a graduate student at SSW is technology. The key to personal access to technology at Temple is TUportal (http://tutoportal.temple.edu). The Computer Services webpage – http://www.temple.edu/cs/academic/AccessNetaccounts.htm, has information about staying “connected” at SSW including setting up your access to: TUmail, Blackboard, Diamond Dollars, TULibrary, updating your information in the Cherry and White Pages, and getting connected to Temple through your home computer. You may also want to review the computer services website to locate some of the hot spots on campus: http://www.temple.edu/cs/.

TUmail

All students are required to obtain a Temple e-mail address and follow guidelines for University use of e-mail. The university, the college and the school use Temple email as the way of communicating important information and notification to with students. Visit https://accounts.temple.edu/ in order to obtain your account. See Appendix I for email communication hints.

All students are expected to check the Temple emails regularly. Students are responsible for all information conveyed via Temple email. Not checking email is not an excuse for being unaware of deadlines, procedures or other relevant information.

Blackboard

This is an online group and course management system used by teaching faculty to present lecture notes, course assignments, facilitate online discussion, and more. Most faculty and field staff maintain blackboard sites. The MSW Program Director has set up program website that includes all forms, program formats, and other key materials.

Students are expected to check their blackboard sites regularly for course and program information and materials.

College and SSW Graduate Listservs

The College and SSW utilize an electronic mailing list (listserv) to communicate information (including important announcements) to SSW graduate students. The Office of Enrollment and Student Services coordinates this list. As an SSW graduate student, you will be automatically signed on to the listserv after you have set up your TU email account.
Students need to check listserv messages for important information related to program, college and university matters.

UNIVERSITY SERVICES

The university services, programs and resources listed here are offered primarily on the Main Campus (Philadelphia). For resources at other sites, students should contact their academic advisors, Assistant Chairs (Philadelphia or Harrisburg), or MSW Program Director. Students affiliated with the Harrisburg campus can find additional resources at: http://www.temple.edu/harrisburg/Default.aspx?PageID=23.

ALUMNI SERVICES

All Temple University graduates automatically become members of the General Alumni Association and may use the services of the Career Office, the University libraries, and athletic facilities on an on-going basis. Alumni/ae receive the Temple Review, a quarterly magazine featuring University news and articles of general interest written by members of the Temple University community. Alumni/ae also receive periodic information about special travel and continuing education opportunities for which they are eligible.

Graduates of the School of Social Work also automatically become members of the SSW Alumni Association. The SSW alumni organization provides a program of recreational and social activities for its members. The SSW Alumni Association elects its own Board of Directors as well as three members who sit on the General Alumni Association Board of Directors. SSW alumni also sit on the college’s Board of Visitors.

BOOKSTORE

The Temple University Bookstore for the main campus is located inside the Student Center at 13th Street & Montgomery Avenue on the main campus. The phone number is (215) 204-5578. For additional information, visit www.temple.edu/bookstore. Students at other locations will receive information as to the purchasing of books and other course materials.

CAMPUS SAFETY

Campus Safety provides a variety of programs and services to help ensure the safety of students, faculty, staff, administrators and visitors. For information on what assistance is available: http://www.temple.edu/safety/.

CENTER FOR INTERNATIONAL SERVICES AND PROGRAMS

The Center for International Services and Programs provides an in-depth orientation to all incoming international students. It also provides orientation during the course of the academic year through the assistance of Peer International Educators, social and recreational activities, weekend activities, weekly coffee hours, holiday dinners with an American family, and occasional Talk and Taste Programs.

The Center generates all required legal documents required for nonimmigrant students and scholars; provides advisory and counseling services; serves as a liaison to university
departments, United States and foreign government agencies and the greater community; facilitates the assimilation of international students and scholars into the larger Temple Community; and contributes to the international community's cross-cultural understanding and appreciation.

Through its **Intensive English Language Program**, the Center also provides English language training to individuals seeking to improve their English language skills to prepare for admission to Temple University or other universities or colleges whose primary language of instruction is English. International student advisors are available to assist with personal or immigration problems involving international students and scholars. The advisors also work very closely with the appropriate offices on campus to coordinate the services available to international scholars and to make proper referrals. Their address is 1700 North Broad Street, Suite 203B. Their web address is [www.temple.edu/ois](http://www.temple.edu/ois) and phone is 215/204-7708.

**Disability Resources and Services (DRS)**
The Office of Disability Resources and Services (DRS), located on the first floor of Ritter Annex, was established to make the educational experience of students at Temple University as valuable and rewarding as possible. The Office assists disabled students with such things as book purchases, readers, arranging for note takers, and other educational aids. Disabled students are encouraged to visit this office and familiarize themselves with its staff and services. Staff can be reached by phone at 215-204-1280 (Voice) and 215-204-1786 (TTY), or by email at drs@temple.edu. For more information on the Office of Disability Resources and Services, visit [www.temple.edu/disability](http://www.temple.edu/disability).

**Employment and Career Services**
Temple University offers a variety of career counseling and job referral services to all students and alumni. The Office of Career Development Services, located on the 2nd floor of Mitten Hall, maintains files and listings of job announcements for full-time positions as well as for part-time and summer employment. The office publishes weekly social service job vacancy bulletins that are posted in the SSW (outside Room 580A, Ritter Hall Annex), and offers workshops on resumé preparation, interviewing, and job hunting. Students are encouraged to visit the Office of Career Development Services and become familiar with the range of services it provides. Visit [www.temple.edu/careerdev](http://www.temple.edu/careerdev) for more.

In addition to the help provided by the Office of Career Services, the SSW maintains its own Job Resource Board and provides career services geared to the interests of social workers. Information on employment opportunities and job vacancies is solicited from both local and out-of-state human service organizations covering a wide range of specialties. This information is posted on the SSW's Job Resource Board (Ritter Hall Annex, outside Room 580A). The University arranges and hosts a Career Day fair each spring at which representatives from local and regional human service agencies are present to recruit prospective graduates for employment.
HEALTH AND MEDICAL CARE

Clinic: The University’s Student Health Services clinic is located at 1810 Liacouras Walk, 4th Floor. The clinic provides a variety of medical services, including an inpatient infirmary for resident students, an immunization and allergy injection clinic, a consultant in dermatology, a clinical laboratory, and a wound and cold center. A staff of psychiatrists offers evaluation, diagnosis, and short-term psychotherapy for a wide range of emotional problems. Routine gynecological services are available only for full-time students, but all students (full-time and part-time) and their spouses are eligible for the family planning services of the clinic. For more information, visit www.temple.edu/studenthealth.

Except for family planning services, immunizations, allergy injections, certain elective physical examinations, and expensive medications, there is presently no charge for most services at the Health Service. However, students are responsible for any medical fees incurred elsewhere, including any charges made by Temple University Hospital.

Health Insurance: Group medical insurance is offered to all full-time students of Temple University. Graduate students can enroll at the outset of each semester, via the “Additional Services” tab on OWLnet (http://owlnet.temple.edu); further information and instructions are available at www.temple.edu/hr/students. Additional questions should be directed to the Benefits Office located in the University Services Building (1601 North Broad Street, Room 608; telephone: 215-204-1321). Insurance to cover the cost of hospitalization is mandatory for international students throughout their stay at the University. Health insurance is strongly recommended for all students.

Personal Counseling: The University Counseling Center, located at 1810 Liacouras Walk (5th floor), assists students in coping with personal problems and in achieving a satisfying growth experience during and after their enrollment at Temple University. A multidisciplinary team of mental health professionals staffs the Center, providing individual, couple, and small-group counseling for personal growth. Special focus groups are offered each semester in such areas as study skills development, interpersonal relations, child abuse and sexual exploitation, drug and alcohol abuse, and handling emotions such as anger and fear. Workshops are also offered for persons experiencing various life transitions such as divorce or death of significant others. The services of the Counseling Center are provided on a strictly confidential basis. Stop by, call (215) 204-7276, or visit www.temple.edu/counseling.

HOUSING

Two on-campus apartment complexes are available to graduate students at the University. Demand for space is usually high. Because assignment is made on the basis of date of receipt of application and deposit, it is important for new and continuing students to apply for space as early as possible.

The Housing Office also assists students in locating off-campus housing. The Office maintains an off-campus bulletin complete with a map of the city and outlying areas, realtors’ names, rates, and locations of apartments. This bulletin and listings, which are updated regularly, are available on request. The Housing Office maintains information on incoming
graduate students in search of roommates and continuing students with apartments to share. The Office of University Housing & Residential Life is located at 1910 Liacouras Walk, Suites 201-301. Visit www.temple.edu/housing or call 215-204-7184 for more information.

LIBRARY SYSTEM
Temple’s library system employs state-of-the-art technology and provides access to more than 3 million volumes, 27,000 journal subscriptions, more than 350 electronic research databases, and over 10,000,000 original manuscripts and photographs. The University participates in the Federal Depository Library Program, through which it receives 60 percent of the publications issued by the U.S. Government Printing Office. Special collections include the Urban Archives; the University Archives; the Rare Books and Manuscripts Collection, Contemporary Culture Collection, Science Fiction and Fantasy collections, and the Blockson Afro-American Historical Collection. The main library, Paley Library, is conveniently located at 1210 W. Berks Street and contains the bulk of social work/human services book holdings, serials, and documents. Many journal articles can also be accessed using online databases via the library website, http://library.temple.edu. For the library at TUH, go to: http://www.temple.edu/harrisburg/Default.aspx?PageID=25.

STUDENT ACTIVITIES CENTER (SAC)
SAC is located at 13th Street & Montgomery Avenue on the main campus. It contains a game room, cinema, lounges, food court, a non-alcoholic student entertainment center, The Village (Student organization offices), meeting rooms, and administrative offices.

STUDENT FINANCIAL SERVICES
Students need to plan carefully for how they will finance their education. Generally speaking, financial aid for graduate students falls into two categories: federally subsidized aid and scholarship award provided by SSW to incoming students.

Most students work at least part time. Any student who needs to work full-time should enroll as a part time student. It is not feasible to do a full-time graduate program while employed full-time. SSW offers programs that allow working students to complete their degrees, provided the student has some flexibility as well.

The School of Social Work is not involved in the determination of financial aid, though will provide verification of enrollment if requested. The Temple University Student Financial Services (financial aid), located on the 2nd floor of Conwell Hall, determines eligibility and calculates student need. Students are responsible for investigating financial aid options and completing all required forms. Students with questions about financial aid loan applications or awards should consult a graduate financial aid officer in Conwell Hall.

The School of Social Work offers a limited number of scholarships, assistantships, and other special forms of student support. These are provided to incoming students with exceptional undergrad academic records and also may be given to students with military, Peace Corp or America Corp experience. No separate application is required; selection is
based on application materials. Award notification is generally made at the time of admission.

In certain instances, limited assistance, in the form of short-term loans, may be available for students experiencing unforeseen financial emergencies during the course of their stay at Temple University. Students experiencing such difficulties are encouraged to bring this to the attention of the SSW Chair.

**TECH Center**
The TECH (Teaching, Education, Collaboration and Help) Center is a 75,000-square-ft., state-of-the-art technology facility with resources that cater to current learning styles. Designed with a variety of workspaces to enable students to work collaboratively or individually, the Center is the largest of its kind in the nation. This dynamic facility allows students to meet, study, collaborate, relax, and take advantage of the following resources: a student computer center with 700 computers -- up to 600 fixed workstations and 100 wireless loaner laptops; 13 breakout rooms for collaboration and group study; six specialized labs including video editing, graphic design, music composition, language, “quiet” zone, and software development facility; social space for students with lounge areas and plasma TVs; Temple's Welcome Center, a 4,260-ft. facility to host University visits by prospective students; a 24-hour Help Desk for students, faculty, and staff and; a Starbucks Café serving coffee and light refreshments.

**Writing Center**
The Writing Center provides assistance to students with any writing issue related to program course work, including questions about grammar, punctuation, organization, expression, APA style, and integrating literature. Staff also address conceptual matters such as developing, clarifying, and organizing thoughts or material. Students who need help approaching a paper or who feel blocked are encouraged to use the service. All the work done in the Center is confidential. The Center also maintains a website where many Writing Center handouts are available, as well as links to social work research and organization sites. Access is available through [www.temple.edu/writingctr](http://www.temple.edu/writingctr) or by phone at (215) 204-0702. The Writing Center is located in Room 201 of the Tuttleman Learning Center.


**NOTES:**
APPENDICES

- **Appendix A**: School of Social Work Administration, Faculty and Staff
- **Appendix B**: MSW Course Descriptions
- **Appendix C**: MSW Program Formats
- **Appendix D-1**: MSW Course Planning – Regular Standing
- **Appendix D-2**: MSW Course Planning – Advanced Standing
- **Appendix E**: Individualized Option Specialization Form
- **Appendix F**: MSW Independent Study Agreement
- **Appendix G**: Agreement for Issuing an Incomplete Grade
- **Appendix H**: Grievance Policy
- **Appendix I**: Email Etiquette
- **Appendix J**: SSW Student Organizations
- **Appendix K**: NASW and CSWE Standards
- **Appendix L**: Quick Guide to Getting Started at Temple University
- **Appendix M**: Quick Guide: Contact Information for University Offices
APPENDIX A
SCHOOL OF SOCIAL WORK ADMINISTRATION, FACULTY AND STAFF

College and School Administration

Catherine Coyle, CHPSW Interim Dean
Jeffrey Draine, SSW Chair
Scott Rutledge, SSW Assistant Chair (Philadelphia)
Claudia Dewane, SSW Assistant Chair (Harrisburg)
Cheryl Hyde, CHPSW Interim Associate Dean and MSW Program Director
Cheri Carter, BSW Program Director
Shirley Moy, Director, Field Education
Gail Glicksman, Assistant Dean for Enrollment and Student Services
Sheri Ozard, Director, Research Administration
Link Martin, Assistant Dean for Entrepreneurship & Innovation

SSW Faculty*

Keesha Benson
Kathryn Brzozowski
Cheri Carter
Israel Colón
James Corbin
Ronald W. Costen
Claudia Dewane
Jeffrey Draine
Chris Dubble
Jay S. Fagan
Roya Fahmy
Laurie Friedman
Karín Eyrich Garg
Christopher Harris
Cheryl Hyde
Larry Icard
Joseph Kumi
Lois Millner
Deborah Mills
Miguel Muñoz-Laboy
Bernie S. Newman
Emeka Nwadiora
Alan Pfeffer
Scott Edward Rutledge
Mark Schmitz
Rosalie Schofield
Jonathan Singer
Marsha Zibalese-Crawford

SSW – Office of Field Education

Tammy Carson-Sandman, Assistant Director (Harrisburg)
Valarie Clemmons, Assistant Director (Philadelphia)
Virginia Bruner, Field Education Specialist
Craig Cohen, Field Education Specialist
Michele Lear, Field Education Specialist
Gail Crawford, Student Services Coordinator for Field Education

Social Work Staff

Erin Brosious, Student Services Coordinator (Philadelphia)
Valerie Johnson-Roberts, Department Coordinator
Kari Leaver, Student Services Coordinator, (Harrisburg)
Marie Leonard, Assistant Director of Recruitment (Philadelphia)
Regina Spencer, Department Coordinator
Amy Costak, Assistant Director of Recruitment (Harrisburg)

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*Faculty profiles and contact information are available at: [http://chpsw.temple.edu/chpsw/faculty](http://chpsw.temple.edu/chpsw/faculty)
APPENDIX B
MSW COURSE DESCRIPTIONS

FOUNDATION COURSES

5001. HBSE: Individuals and Families (3 s.h.)
This is a foundation-level course in theories in human behavior designed to undergird social work practice with individuals and families. Diverse developmental theories along with psychoanalytic, social learning, cognitive-behavioral, theories of power, and feminist and Afrocentric perspectives are studied and critically evaluated.

5002. HBSE: Groups, Communities and Organizations (3 s.h.)
Prerequisite: 5001
This is a foundation-level course in theories in human behavior designed to undergird social work practice with groups, organizations, and communities. Diverse structures, functions, dynamics, developmental models, and theories of these system levels, including issues of power and empowerment, are studied and critically evaluated.

5003. Introduction to Social Research I (3 s.h.)
This course is an introduction to the philosophy, concepts, principles, and methods of traditional and postmodern scientific inquiry. Students study quantitative and qualitative approaches and develop a research proposal to be carried out in the second research course.

5004. Social Work Research Methods II (3 s.h.)
Prerequisite: 5003
This course is the second in a two-course introductory sequence (following SA 5003) and covers research methods designed to provide graduate social work students with a basic understanding of social work research. Students build on their understanding of the research process covered in SA 5003. Basic program evaluation concepts are covered. Students learn quantitative and qualitative data analysis techniques and the importance of using both quantitative and qualitative techniques to evaluate programs and direct practice with individuals, families, and groups. Basic descriptive, inferential, and multivariate techniques are covered, as are qualitative analysis methods. Students continue to use and critically consume and apply interpret professional literature to social work practice situations.

5005. Social Welfare Policies and Services I (3 s.h.)
This is an introduction to American social welfare policies and social service programs in their historical, political, economic, and social context. Methods of social problem analysis and the social work profession as a social institution are covered.
5006. Social Welfare Policies and Services II (3 s.h.)
Prerequisite: 5005
This course builds on 5005 and covers methods of social policy analysis and advocacy in the public policy arena, including skills in argumentation and lobbying.

5107. Practice of Social Service Delivery I (3 s.h.)
The focus is on generalist social work practice, including work with individuals, families, small groups, communities, and organizations. Phases of the helping process, theories of practice, communication skills, social work values, and ethics are studied.

5108. Practice of Social Service Delivery II (3 s.h.)
Prerequisite: 5107
This course builds on 5107 by focusing on refinement of and competence in generalist social work practice.

5187. Foundation Field Practicum I (3 s.h.)
Pre- or Co-requisite: 5107
For the foundation-year field practicum in the fall, the student works within a generalist social work framework to develop basic competencies in key knowledge, skill, and affect arenas. This generalist framework includes a broad range of knowledge and skills; theories and models; practice at the micro, mezzo, and macro levels; performance in numerous social work roles; and understanding the various fields of practice.

5188. Foundation Field Practicum II (3 s.h.)
Prerequisite: 5108
This course continues 5187 as the foundation-year field practicum taken in the spring semester.

ADVANCED STANDING COURSE (ONLY FOR STUDENTS ADMITTED ADVANCED STANDING)

5301. Foundations for Advanced Social Work Practice (5 s.h.)
Prerequisite: Admission to the Advanced Standing program.
This course contains foundation social work content designed specifically for advanced standing students. It integrates social welfare policy, research, social work practice, human behavior theory, and field.

ADVANCED COURSES

8101. Clinical Practice with Individuals, Families, and Groups I (3 s.h.)
Prerequisites: 5001, 5002, 5003, 5004, 5005, 5006, 5107, 5108, 5187, and 5188
This advanced practice course for students in the Clinical concentration is the first course in a year-long sequence of two courses that comprise the clinical concentration practice curriculum. Students learn guidelines for evidence-based practice and develop a multicultural perspective of clinical social work practice with individuals, families, and groups. It provides more depth and breadth in the evidence base for selection of
effective theoretical frameworks that support collaborative interventions with vulnerable and diverse populations.

8102. Clinical Practice with Individuals, Families, and Groups II (3 s.h.)
*Prerequisite: 8101*
This course continues to develop advanced practice skills and knowledge with individuals, families, and groups as undertaken in 8101. Students further develop self-awareness, use of self, and recognition of feelings evoked in relation to the helping process.

8103. Management and Planning Practice I (3 s.h.)
*Prerequisite: 5001, 5002, 5003, 5004, 5005, 5006, 5107, 5108, 5187, and 5188*
This advanced practice course for students in the Management and Planning concentration builds on the student’s foundation learning. This first half of a two-semester sequence focuses on the understanding of interrelated disciplines: planning, management, and organizations. Students learn to apply various models and theories in an ever-changing political, economic, and global environment.

8104. Management and Planning Practice II (3 s.h.)
*Prerequisite: 8103*
This course builds on 8103.

8105. Practice in Communities and Policy Arenas I: Assessment & Planning (3 s.h.)
*Prerequisite: 5001, 5002, 5003, 5004, 5005, 5006, 5107, 5108, 5187, and 5188*
This advanced practice course for students in the Communities and Policy Arenas concentration focuses on practice in the public sector and provides students with the advanced skills necessary to conduct assessments and analyses that they will use for planning, implantation, and evaluation in organizations, communities, and policy arenas.

8106. Practice in Communities and Policy Arenas II: Intervention in Communities and Policy (3 s.h.)
*Prerequisite: 8105*
This course provides students with the advanced skills necessary to understand and differentially apply models and methods of community organizing, community development, and change. Students learn to conduct assessments and analyses used for planning, implementation, and evaluation in communities and policy arenas. The explicit focus of this course is practice in the public sector. Students learn concepts and strategic approaches related to practicing in these settings, including the concepts of economic, political, and cultural rights; social justice; social transformation; power; empowerment; participatory democracy; and the strengths approach to practice.

8187. Advanced Field Practicum I (3 s.h.)
*Pre- or Co-requisites: 8101 or 8103 or 8105*
This advanced year practicum for service delivery builds competencies in the Clinical concentration; Management and Planning concentration; or Communities and Policy Arenas concentration; and by selected specialization. This is the first semester (fall) of a
two-semester internship in which the student gains greater depth in knowledge and skills for her/his choice of concentration, and increased familiarity with a chosen field of practice (specialization).

8188. Advanced Field Practicum II (3 s.h.)
**Prerequisite: 8187**
This advanced year practicum for service delivery builds on SA 8187. It is taken in the spring.

8205. Evaluation of Clinical Practice (3 s.h.)
**Prerequisite: 5001, 5002, 5003, 5004, 5005, 5006, 5107, 5108, 5187, and 5188**
This is a required advanced-level research course for students in the Clinical concentration. It provides students with tools of practice evaluation and learning experiences of formal evaluation of student’s individual work with individuals, families, and groups. It also reviews methods of evaluation of direct practice at both individual and program levels.

8207. Social Work Research: Communities and Policy Arenas and Management and Planning (3 s.h.)
**Prerequisite: 5001, 5002, 5003, 5004, 5005, 5006, 5107, 5108, 5187, and 5188**
This is a required advanced-level research course for students in the Management and Planning and Communities and Policy Arenas concentrations. It focuses on the history and philosophies, conceptual approaches, techniques and methods, and issues in practice and utilization of research applied to communities, organizations, social programs, and policies. It provides students with the skills to carry out research designed to support human rights through community and/or policy assessment, planning, and intervention.

8303. Dynamics of Health, Health Care, and Health Systems (3 s.h.)
**Prerequisite: 5001 and 5002**
One of two required courses for students pursuing a specialization in Health/Mental Health. It focuses on Human Behavior in the Social Environment (HBSE) content relevant to health and mental health social work practice at all systems levels. Students study the effects of bio-psycho-social, familial, organizational, economic, and cultural variables on the definition, incidence, prevalence, experience, treatment, and prevention of chronic and acute conditions, particularly those prevalent among oppressed populations.

8307. Health/Mental Health Policy (3 s.h.)
**Prerequisite: 5005 and 5006**
This advanced-level policy course is for students in the Health/Mental Health Policy specialization. This course examines historical and current issues in health/mental health policy, including the U.S. health care system (i.e., managed care, Medicare, Medicaid, etc.) as well as international comparisons. Insurance, access to care, and differential health/mental health outcomes are studied.
8403. Children and Families in the Social Environment (3 s.h.)  
*Prerequisite: 5001 and 5002*  
This is an advanced-level human behavior and social environment course for students in the Children and Families specialization. It is designed to develop students' understanding of children within the context of families and other socializing institutions. Children and families are viewed from an ecological and systems perspective, i.e., in the context of families, communities, schools, and organizations.

8407. Policy on Families and Children (3 s.h.)  
*Prerequisite: 5005 and 5006*  
This is an advanced-level policy course for students in the Children and Families specialization. It offers an overview of polices that impact families, children, and youth in the United States. These three policy areas, although distinct, are integrally related. The challenge of creating effective social policies for families, children, and youth is the focus of this course.

8504. Integrative Seminar (3 s.h.)  
*(Can only be taken in last semester of the program.)*  
*Prerequisite: 5001, 5002, 5003, 5004, 5005, 5006, 5107, 5108, 5187, and 5188, and first semester of advanced practice course and field practicum.*  
This course provides an opportunity for students from all concentrations and specializations, individually and in teams, to identify and critically examine major ethical/legal as well as practical concerns facing the profession. The course is designed to enhance self-awareness and self-confidence through the integration of knowledge, skills, and values learned throughout the M.S.W. program.

**ELECTIVES (PARTIAL LIST. NOT EVERY ELECTIVE IS OFFERED EVERY SEMESTER OR YEAR. NEW ELECTIVES ARE OFFERED AS SPECIAL TOPICS)**

8801. Financial Management  
*(Required for Management & Planning concentrators)*  
In a global society for human service management, financial resources are competitive and limited. Moreover, the funders (government, private corporations, and the public) demand greater accountability on the part of agencies. Administrators of social work organizations need to become knowledgeable and skillful as fiscal and program managers. This course is designed to prepare students to use resource acquisition as well as risk and cost management techniques to become effective administrators. This course is designed to complement and support the administration courses by focusing on the financial management aspects of integrated program planning and budgeting. Topics covered include resource expenditure (budget development, fiscal management, risk management, cost analysis and control, financial and IRS reporting) and resource acquisition (fund raising, capital campaigns, use of grants, performance-based and other services contracting, diversification of income sources, entrepreneurial options). Students develop ethical decision-making practices with regard to resource allocation that enables each student to develop a professional sense of accountability.
8802. Women & Social Policy (3 s.h.)
Prerequisite: 5005 and 5006
This course examines policy issues that have a major influence on the agency and well-being of women. It identifies values, attitudes, and belief systems about females that have contributed both to the problems women and girls experience and to the conceptualization and implementation of related policy responses in political, social, and economic areas. Policy areas covered include economic status, labor force participation, family, care giving, reproduction, substance abuse, violence, health, mental health, and international issues affecting women.

8803. Emotional Disorders in Children and Adolescents (3 s.h.)
This course studies emotional, social, behavioral, and developmental disorders that are prevalent during childhood. Risk factors, developmental pathways, co-occurring conditions, and effective treatment approaches are studied.

8804. Social Work with the Homeless (3 s.h.)
This course provides a framework for the analysis of social policies and programs related to the social problems of homelessness in the United States. Although the focus of the course is on contemporary issues of homelessness, the approach includes an historical perspective in order to explore the enduring legacy of early interventions and approaches to the relief and social control of marginalized populations. The implications of differing viewpoints and alternative problem definitions for policy and service delivery are considered. The course explores shifts in housing policies. Additionally, employment programs are discussed in some detail to demonstrate their impact on the increasing numbers of Americans who are homeless.

8807. HIV/AIDS and Social Work (3 s.h.)
This course provides an overview of knowledge, skills, values, and policy issues related to prevention and service delivery with HIV/AIDS infected and affected persons.

8809. Child Welfare Policy (3 s.h.)
This course provides an overview of social welfare policies affecting children with particular attention to the problems of child abuse and neglect.

8811. Alcohol and Substance Abuse (3 s.h.)
This course provides students with current information about alcohol and other substance abuse. Using ecosystems and family systems frameworks, information is presented regarding the bio-psycho-social impact of alcohol and other substance abuse on individual and family functioning. Particular attention is given to treatment options and resources for change.

8813. Societal Responses to Aging (3 s.h.)
This course explores public and private resources, the need for social and political action, and the network of services required to meet the needs of individuals and their families. It presents policies and practice in income maintenance, health, housing, safety, and social status. Public-private sponsorship, cost, accountability, benefit levels, and
administration are discussed. Student social action projects are completed and expanded.

**8814. Loss and Grief (3 s.h.)**
This course examines the dynamics of loss and mourning, societal attitudes about death, and cultural variations in dealing with loss.

**8815. Law and the Practice of Human Services (3 s.h.)**
This course considers various legal issues as they pertain to the practice of social work.

**8818. Supervision, Staff Development, and Training (3 s.h.)**
This course examines sources of power in organizational hierarchies, alternative formats for organizational development, and supervisory and staff development practices.

**8821. Afrocentric Social Work (3 s.h.)**
This course considers the unique aspects of Afrocentric practice in the social work/social welfare arena.

**8822. Interdisciplinary Responses to Child Abuse (3 s.h.)**
This course focuses on child abuse and neglect. Topics include consequences of abuse, legal controls, ethical issues in reporting abuse, ethnic and cultural issues, and interdisciplinary intervention.

**8823. Psychodynamics of Race, Class and Culture (3 s.h.)**
This course focuses on psychodynamic dimensions unique to particular cultural and socioeconomic groups and their relationship to social work practice.

**8824. Assessment and the DSM-IV (3 s.h.)**
The focus is on using the DSM-IV as an assessment tool and the implications for social work practice. A bio-psycho-social approach to understanding human behavior is taken.

**8831. Social Transformation (3 s.h.)**
This course is an exploration of social transformation theories and practices in the humanities, sciences, social sciences, and other uncategorized ventures for a different world. Topics selected by students range from art therapy to nonviolent civil disobedience. The course emphasizes participatory learning and practical application in social work settings.

**9182. Individual Study (3 s.h.)**
This is an independent course of study in an area of special interest. A faculty facilitator and the student work together to identify the content and design learning opportunities. A proposal is required and must be approved by the advisor and program director before registration.
9282. Independent Study (3 s.h.)
This is an independent course of study in an area of special interest. A faculty facilitator and the student work together to identify the content and design learning opportunities. A proposal is required and must be approved by the advisor and program director before registration.

NOTES:
APPENDIX C:  
MSW PROGRAM FORMATS

These Program Formats are for matriculated students only, and are subject to change. It is strongly recommended that students consult with their academic advisors to determine their course schedules before registering for classes. Students at Ambler and TUCC campuses have limited concentration and specialization choice; but they can take other courses at Main campus. Students enrolled in one of our Commonwealth Cohort programs need to follow the program format of that cohort.

The following points should be kept in mind when consulting these plans:

- Social Work course descriptions may be found in Appendix B and at: http://www.temple.edu/gradcourses/socadm/gsc_d05401.htm.
- Note that most courses are only offered during specific semesters. Do not plan on a course being offered every term.
- Specialization courses may be replaced (to meet student’s individual educational needs) with an agreed upon set of classes designed with and approved by a faculty advisor. See “Specializations – Individualized Option” in the MSW Handbook for further information.
- Students are strongly advised to take only ONE course per summer term. Courses in the summer term proceed at twice the pace compared to regular semester classes.
- SWG 8801 (Financial Management) is required for Management and Planning Concentration.
- The Field Practicum also can be arranged for Spring/Summer or Summer block. Students must consult with field education staff and their advisors before such a placement is finalized, as this arrangement will necessitate a different program plan.
- Integrative Seminar can ONLY be taken in the last semester of the program.

Any deviations from these MSW Formats should be discussed with the student’s academic advisor and a new graduation plan should be developed. It is the student’s responsibility to follow the appropriate MSW Format and to seek assistance in a proactive, timely manner.

NOTES:
# FULL-TIME TWO-YEAR

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<tr>
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<th>Spring Term</th>
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<td><strong>Year 1: Foundation (30 credits)</strong></td>
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<tr>
<td>SSWG 5001: HBSE I</td>
<td>SSWG 5002: HBSE II</td>
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<td>SSWG 5004: Social Work Research Methods II</td>
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<tr>
<td>SSWG 5187: Foundation Field Practicum I (Minimum 225 hours per semester)</td>
<td>SSWG 5188: Foundation Field Practicum II (Minimum 225 hours per semester)</td>
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| **Year 2: Advanced (30 credits)**             |                                                 |               |                |
| SSWG 8101, 8103, or 8105: Concentration Practice I | SSWG 8102, 8104, or 8106: Concentration Practice II |               |                |
| SSWG 8205 or 8207: Concentration Research     | Elective                                        |               |                |
| SSWG 8307 or 8407: Specialization Policy      | Elective (except Management & Planning- SSWG 8801: Financial Management) |               |                |
| SSWG 8303 or 8403: Specialization HBSE        | SSWG 8504: Integrative Seminar                 |               |                |
| SSWG 8187: Advanced Field Practicum I (Minimum 300 hours per semester) | SSWG 8188: Advanced Field Practicum II (Minimum 300 hours per semester) |               |                |

*Be sure to read the introductory points to “MSW Program Formats” – page 55.*
## PART-TIME THREE-YEAR (FALL ADMIT)

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<td>SSWG 8303 or 8403: Specialization HBSE</td>
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<td>SSWG 5002: HBSE II</td>
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<td>SSWG 8188: Advanced Field Practicum II (Minimum 300 hours per semester)</td>
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*We strongly advise that students take only ONE course per summer term. Courses in the summer term proceed at twice the pace compared to regular semester classes.*

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**Be sure to read the introductory points to “MSW Program Formats” – page 55.**
PART-TIME THREE-YEAR (SPRING ADMIT)

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<tr>
<td></td>
<td>SSWG 8187: Advanced Field Practicum I (Minimum 300 hours per semester)</td>
<td>SSWG 8188: Advanced Field Practicum II (Minimum 300 hours per semester)</td>
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Be sure to read the introductory points to “MSW Program Formats” – page 55.
**ADVANCED STANDING FULL-TIME ONE-YEAR**

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<td><em>Year 1</em></td>
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<tr>
<td>SSWG 8101, 8103, or 8105: Concentration Practice I</td>
<td>SSWG 8102, 8104, or 8106: Concentration Practice II</td>
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<tr>
<td>SSWG 8205 or 8207: Concentration Research</td>
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<tr>
<td>SSWG 8307 or 8407: Specialization Policy</td>
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<tr>
<td>SSWG 8303 or 8403: Specialization HBSE</td>
<td>SSWG 8504: Integrative Seminar</td>
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<tr>
<td>SSWG 8187: Advanced Field Practicum I (Minimum 300 hours per semester)</td>
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*Be sure to read the introductory points to “MSW Program Formats” – page 55.*
## ADVANCED STANDING PART-TIME EIGHTEENTH-MONTH

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<td>SSWG 8307 or 8407: Specialization Policy</td>
<td>SSWG 8303 or 8403: Specialization HBSE</td>
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<td>SSWG 8205 or 8207: Concentration Research</td>
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We strongly advise that students take only ONE course per summer term. Courses in the summer term proceed at twice the pace compared to regular semester classes.

| Year 2 |  |  |  |
| Elective |  |  |  |
| SSWG 8504: Integrative Seminar |  |  |  |

Be sure to read the introductory points to “MSW Program Formats” – page 55.
## APPENDIX D-1
### MSW COURSE PLANNING – REGULAR STANDING

Name: ____________________________  TU I.D.: __________
Advisor: __________________________

#### Foundation Curriculum (30 credits)

<table>
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<td>5002 HBSE – Communities &amp; Organizations</td>
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<tr>
<td>5003 – Social Research I</td>
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<td>5004 – Social Research II</td>
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<tr>
<td>5107 – Practice of Social Service Delivery I</td>
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<td>5108 – Practice of Social Service Delivery II</td>
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<td>5187 – Foundation Field Practicum I</td>
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<td>5187 – Foundation Field Practicum II</td>
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#### Advanced Curriculum (30 credits)

**SPECIALIZATION (choose one)**

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<th>Course</th>
<th>Semester</th>
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<th>Course</th>
<th>Semester</th>
<th>Individualized Option*</th>
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<tr>
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<td>8403 C&amp;F in the Social Env.</td>
<td></td>
<td>8303 Dynamics of Health ...</td>
<td></td>
<td></td>
<td>HBSE option</td>
</tr>
<tr>
<td></td>
<td>8407 Policy on Fam &amp; Child</td>
<td></td>
<td>8307 Health/ MH Policy</td>
<td></td>
<td></td>
<td>Policy option</td>
</tr>
</tbody>
</table>

**CONCENTRATION (choose one)**

<table>
<thead>
<tr>
<th>Clinical Practice</th>
<th>Management/Planning</th>
<th>Community &amp; Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>Semester</td>
<td>Semester</td>
</tr>
<tr>
<td>8101 Clinical Practice I</td>
<td>8103 Mgmt/Plan I</td>
<td>8105 Comm/Policy I</td>
</tr>
<tr>
<td>8102 Clinical Practice II</td>
<td>8104 Mgmt/Plan II</td>
<td>8106 Comm/Policy II</td>
</tr>
<tr>
<td>8205 Clinical Research</td>
<td>8207 Macro Research</td>
<td>8207 Macro Research</td>
</tr>
<tr>
<td>8187 Advanced Field I</td>
<td>8187 Advanced Field I</td>
<td>8187 Advanced Field I</td>
</tr>
<tr>
<td>8287 Advanced Field II</td>
<td>8287 Advanced Field II</td>
<td>8287 Advanced Field II</td>
</tr>
<tr>
<td>Elective*</td>
<td>Elective*</td>
<td>Elective*</td>
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<tr>
<td>Elective*</td>
<td>8801 Financial. Management</td>
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<tr>
<td>8504 Integ. Seminar +</td>
<td>8504 Integ. Seminar +</td>
<td>8504 Integ. Seminar +</td>
</tr>
</tbody>
</table>

*An Individualized Specialization Petition must be completed and approved.

*An elective is any graduate level course in the school, college or university that is relevant to the student’s course of study. Non-social work courses must get advisor approval.

†Integrative Seminar is only taken during the last semester of the student’s MSW program.

APPENDIX D-2
MSW COURSE PLANNING – ADVANCED STANDING

Name: _______________________________________________ TU I.D.: __________

Advisor: __________________________________________

TRANSITION BRIDGE COURSE (4.5 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>5301: Introduction to Advanced Social Work Practice</td>
<td></td>
</tr>
</tbody>
</table>

Advanced Curriculum (30 credits)

SPECIALIZATION (choose one)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>8403 Children &amp; Families in the Social Env.</td>
<td>8303 Dynamics of Health, Health Care</td>
<td></td>
</tr>
<tr>
<td>8407 Policy on Families &amp; Children</td>
<td>8307 Health/Mental Health Policy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>8407 Policy on Families &amp; Children</td>
<td>8307 Health/Mental Health Policy</td>
<td></td>
</tr>
</tbody>
</table>

CONCENTRATION (choose one)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>8101 Clinical Practice I</td>
<td>8103 Mgmt/Plan I</td>
<td>8105 Comm/Policy I</td>
<td></td>
</tr>
<tr>
<td>8102 Clinical Practice II</td>
<td>8104 Mgmt/Plan II</td>
<td>8106 Comm/Policy II</td>
<td></td>
</tr>
<tr>
<td>8187 Advanced Field I</td>
<td>8187 Advanced Field I</td>
<td>8187 Advanced Field I</td>
<td></td>
</tr>
<tr>
<td>8287 Advanced Field II</td>
<td>8287 Advanced Field II</td>
<td>8287 Advanced Field II</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>Elective*</td>
<td>Elective*</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>8801 Financial Management</td>
<td>Elective*</td>
<td></td>
</tr>
<tr>
<td>8504 Integrative Seminar+</td>
<td>8504 Integrative Seminar+</td>
<td>8504 Integrative Seminar+</td>
<td></td>
</tr>
</tbody>
</table>

*An Individualized Specialization Petition must be completed and approved by advisor and MSW Director.
*An elective is any graduate level course in the school, college or university that is relevant to the student’s course of study. Non-social work courses must get advisor approval.
*Integrative Seminar is only taken during the last semester of the student’s MSW program.

Social Work course descriptions may be found at: http://www.temple.edu/gradcourses/socadm/gsc_d05401.htm
APPENDIX E
INDIVIDUALIZED OPTION SPECIALIZATION FORM

Student Name: _________________________________  ID#: __________________

Concentration
   ____ Clinical Practice with Individuals, Families, and small Groups
   ____ Social Work in Community and Policy Arenas
   ____ Management and Planning

Name of Proposed Specialization: ______________________________

I. Selected Courses

Specializations are comprised of two courses: one with HBSE content and the other with Social Policy content. Courses may be SSW, the college or the university as long as they are at a graduate level and address policy and HBSE content.

Indicate the two courses for proposed specialization

<table>
<thead>
<tr>
<th>Department/Course name/number</th>
<th>Semester course to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBSE Option:</td>
<td></td>
</tr>
<tr>
<td>Policy Option:</td>
<td></td>
</tr>
</tbody>
</table>

II. Rationale (attach)

Provide a clear, concise rationale that addresses how:
   A. The focus of the proposed specialization fits within your overall social work educational goals
   B. The proposed courses address required HBSE and Policy content
   C. The specialization will inform your advanced field internship

III. Signatures

___________________________________________  ___________
Student                                      Date

___________________________________________  ___________
Advisor                                      Date

___________________________________________  ___________
MSW Program Director or Assistant Chair      Date
APPENDIX F
MSW INDEPENDENT STUDY AGREEMENT

NOTE: This form must be completed, signed and copies submitted to the student’s advisor and the MSW Director or the Assistant Chair in Harrisburg, in order to register for the desired semester. The Course Number will not be issued until the agreement is completed and signed. A course that is a requirement of the MSW Program may not be taken as an Independent Study.

Student Name:_________________________________________ TU ID#______________________

Semester and year to be taken:_________________________

Instructor who agrees to work with student:_________________________

Course Number:_______ Number of Credits:__________

How is this course being used in student’s plan of study (i.e. specialization course, elective):

Independent Study Plan
Provide a written plan for your Independent Study that addresses the following:

A. How does this fit into your program of study?
B. Describe the purpose and design of the independent study.
C. Identify the learning objectives for the independent study.
D. Describe the assignments throughout the semester and when they will be completed.
E. What time commitment are you and your instructor making for this course?

Signatures:

_________________________________________ Date
Student

_________________________________________ Date
Instructor (supervise independent study and submit grade)

_________________________________________ Date
Advisor

_________________________________________ Date
MSW Program Director or Assistant Chair
APPENDIX G
AGREEMENT FOR ISSUING AN INCOMPLETE GRADE (Form GS-31iig)

Instructions: Complete this form when a graduate student has not met the course requirements by the end of the regular semester. When all signatures have been obtained, make four copies of the agreement. One copy each should be retained by the instructor, the student, the departmental chair, and the school/college. The original should be placed in the student’s file.

SECTION I: STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Name (Last, First and Middle)</th>
<th>TU ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/College</td>
<td>Program</td>
</tr>
</tbody>
</table>

SECTION II: COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Taken, including Year</td>
<td></td>
</tr>
<tr>
<td>☐ Fall ______ ☐ Spring ______ ☐ Summer I ______ ☐ Summer II ______</td>
<td></td>
</tr>
<tr>
<td>Instructor’s Name</td>
<td>Department/Program</td>
</tr>
</tbody>
</table>

SECTION III: STATEMENT OF AGREEMENT

If the coursework is not completed by ______________, the grade will be changed to ______________.

Please note that the maximum time for finishing incomplete coursework is ONE YEAR from the end of the term in which the course was taken. Instructors may specify a shorter time. After one year, the incomplete grade will automatically be changed to the specified default grade.

1. Specific details of the coursework that the student must finish in order to complete all course requirements are:

2. The work specified above is equivalent to _______% of the student’s final grade for the course. Additional details on how the final course grade will be calculated include:

SECTION IV: APPROVAL SIGNATURES*

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Instructor</td>
<td>Date</td>
</tr>
<tr>
<td>Signature of Dean or Designee</td>
<td>Name of Dean or Designee</td>
</tr>
</tbody>
</table>

* This agreement becomes valid only when signed by the dean of the school/college or her/his designee.

S:\Forms\Standardized\ALL UPDATES\Agree_Issue_Incomplete_09.doc 01.05.09
APPENDIX H:
GRIEVANCE POLICY

STUDENT GRIEVANCE COMMITTEE and the GRIEVANCE PROCESS:

The purpose of the Student Grievance Committee (SGC) is to hear grievances by students made against School of Social Work faculty, administrators, and/or staff. The SGC Chair, 3 faculty/field staff members, and 1 faculty alternate are elected by the faculty. The SW Student Collective (Main Campus/TUCC/Ambler) appoints one student representative; SW Alliance (TUH) appoints another student representative.

A student may bring a grievance against a School of Social Work faculty member, administrator or staff person for actions that fall into one or more of these categories:

1. Arbitrary and capricious action, including but not limited to, evaluation or grading.
2. Violation of standards of professional behavior particularly as delineated in the NASW Code of Ethics and Temple University policies.

Any action, such as harassment, not adequately or fully covered by this Grievance Process may be addressed by working with the School's Ombudsperson and/or following the University's procedures.

Grievance Steps:

As discussed below, a student’s formal written grievance petition, and any supporting documentation, must be received by the School's Chair within 45 calendar days of the alleged incident (note that the time periods for a grievance involving a grade begin the day that the grade is posted).

A. Informal resolution process:

Prior to filing a formal written grievance petition, the student should take each of the following steps within 21 calendar days of the alleged incident:

1. Meet with the professor, administrator, or staff person to discuss and hopefully resolve the situation (Note: if the incident involves harassment, intimidation or threats toward the student, then the student should go immediately to his/her advisor or program director);
2. Discuss and seek input from his/her academic advisor regarding the situation (this step can be by-passed if the advisor is the subject of the grievance);

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1 Revised and approved by faculty – October 2012
2 If a student has a grievance against a faculty member, administrator, or staff member from a unit other than Social Work, then that student must follow the grievance procedures of that unit.
3. If the situation is related to field education – meet with field liaison and if necessary, Assistant Director for Field Education (if the field liaison is the subject of the grievance, the student should go to the Assistant Director for Field Education);

4. Meet with the BSW or MSW Program Director (depending on student’s status) to discuss and hopefully resolve the situation. If the student is at TUH or one of the auxiliary programs, then s/he meets with the TUH Assistant Chairperson or auxiliary site designate.

The student must keep a written record of these, and any other, meetings that includes date, person(s) involved, what was discussed and any actions taken. The student should also keep any other documentation relevant to his/her grievance.

The student is encouraged to consult with the School’s Ombudsperson at any point during this process, as that individual can assist the student with preparing for meetings and/or composing a grievance petition.

B Formal written grievance petition process:

If the student believes that a satisfactory resolution has not been reached, the student may proceed with a formal written grievance petition. A student must submit to the School’s Chair a written grievance petition that includes:

1. A statement that the grievance falls within the purview of the Student Grievance Committee.
2. Facts that clearly delineate and support the grievance, attaching copies of all relevant documentation.
3. A description of the specific steps that the grievant has taken in an attempt to resolve the conflict before submitting the written grievance. The student is encouraged to keep and present in support of the grievance a written record of all meetings and what he/she finds to be an unsatisfactory outcome of each informal resolution step, if such is the case.
4. Specific suggestion(s) for resolution.

This grievance petition, and any supporting documentation, must be received by the Chair within 45 calendar days of the alleged incident (the 45 calendar day period for a grievance involving a grade begins the day that the grade is posted).

The Chair then may take one or more of the following actions:

1. Deny the grievance on the grounds that the complaint as presented does not fall within the purview of the Student Grievance Committee and/or the student did not follow appropriate steps.
   a. The Chair must provide, in writing, the reason for denying the grievance. This document should be sent to the student, the student’s advisor, and the person against whom the grievance was filed.
b. If there is a more appropriate venue to address the student’s grievance, such as a University policy or procedure, then the Chair must indicate that in writing.

c. The student may appeal this denial via appropriate College or University avenues.

2. Attempt a resolution between the student and faculty, administrator or staff person.

3. Determine that the grievance does fall within the purview of the Student Grievance Committee. If this occurs, then the Chair will inform the person named in the grievance and provide him/her with a complete copy of the grievance petition. The person named in the grievance will be given 14 calendar days to submit to the Chair a written response to the grievance. The chair may extend this deadline if good cause is shown, but will make every effort to obtain a response as expeditiously as possible. The Chair will then refer the grievance to the Student Grievance Committee Chair.

Upon receipt of the grievance documentation and the response, the Chair of the Student Grievance Committee will convene a meeting within 14 calendar days to discuss the complaint and determine who, if anyone, should appear before the committee and/or what additional materials might be needed. This deadline may be extended should the Chair of the Student Grievance Committee determines there is good cause to allow additional time. The SGC may decide on the merits of the case based on the written information provided or it may request a meeting with the student and person against whom the grievance was filed.

If the SGC decides to meet with the student and person named in the grievance, it should do so as soon as possible and reasonable effort should be made to have such a meeting within 14 days of SGC’s first meeting, unless good cause is shown as to why that is not possible. The SGC Chair shall by email notify the student, the person named in the grievance, and any other persons the committee wishes to interview (i.e. if a field related matter, then the committee could invite the student’s field liaison). The School’s Chair should be copied on all correspondence. The student and the person named in the grievance may bring an advocate to the meeting; this advocate should have a relevant role (i.e. an academic advisor, not a parent). The student and the person named in the grievance are responsible for presenting their positions and will participate in any interview or meeting. The advocate serves in an advisory role only.

The advocate cannot be the student’s attorney. (Note: if an attorney representing the student attempts to join the meeting or be otherwise involved, then the grievance process is halted immediately and referred to university counsel.)

The Chair of the SGC will conduct the grievance hearing. Each individual will be allowed to briefly summarize his/her position. The student should bring all written documentation that has been generated regarding the grievance. The committee may ask questions or request additional information (though such requests ideally should be made before the meeting). Absent extenuating circumstances, as determined by the SGC, evidence not
previously disclosed in either the grievance or the response to the grievance will not be accepted at the hearing.

After hearing the facts and reviewing the statements, the SGC will vote in private on whether or not to support the grievance. A simple majority vote is required. There can be separate votes and results for different aspects of the complaint. The student bears the burden in proving the validity of his/her grievance by a preponderance of the evidence.

The SGC will compose a brief written report that indicates the vote and summarizes the key points of the grievance, the committee’s decision with rationale, and recommendations. This report must be submitted to the SSW Chair within 10 calendar days of the hearing. A copy of the report also should be sent to the student and the person named in the grievance. Note: If the SGC requests additional material, that material must be provided within 14 calendar days of the request. If necessary, the committee will re-convene with this additional material and hear from the parties regarding the new material. Following the rehearing, or notice that no further hearings will be held, the SGC will render its decision within 10 calendar days of that time. If the additional material is not forthcoming within the time frame requested, then the SGC will base its report on the information available.

Once the SSW Chair has received the SGC’s report and recommendation, the School's Chair will send a report that includes his/her level of agreement with the SGC and the SGC’s recommendations, to the CHPSW Dean who makes the final determination on the grievance. The Dean may uphold, modify or reject the SGC/SSW Chair recommendations. The Dean’s decision will be sent in writing to the student, the person named in the grievance, the School's Chair, and the SGC Chair. Depending on the Dean's determination, the School’s Chair may decide to distribute this decision to the relevant Program Director, Field Coordinator, the School's Ombudsperson, the CHPSW Associate Dean, and/or student’s academic advisor. A copy of the Dean's decision will be placed in the student’s permanent file.

If the student does not agree with the Dean’s decision, then s/he would need to pursue appeal options available through the University.
APPENDIX I
EMAIL ETIQUETTE

Email, specifically TUmail, is the primary way for communication and dissemination of information. Below are suggestions that answer concerns we’ve heard not just from students, but from professors. And note: use these tips not just for e-mailing professors, but people who work in college offices, your employers and job supervisors, and your field instructors, liaisons and advisors.

On addressing your professor:

• E-mail to a professor should be treated like a business letter – at least until you know that professor’s personal preferences very well. Although e-mail is widely regarded as an informal medium, it is in fact used for business purposes in many settings. You won’t err if you are too formal, but there is the possibility of committing many gaffes if you are too informal.

• The subject header should be informative. It is not a salutation line, so don’t write something like "hey professor" in that line. Instead, write a few words indicating the purpose of your message: "Requesting an advising meeting," for example.

• Use professors’ names when addressing them. Many professors we queried said that they do not like to be called simply "professor." They prefer "Professor Lee" or "Dr./Ms./Mr. Lee" (not Mrs.); most tell us that the title itself doesn't matter nearly so much as the fact that you also use their names.

• Dear, Hi, Hey, or nothing? To some eyes and ears, "Dear Professor Jones" may be too formal for an e-mail message – but in fact it will do just fine when your purpose is a business-like one. Simply writing "Professor Jones" (followed by a comma) is fine, too. Some faculty are sensitive to the word "Hi" as a salutation, whether alone or with a name (e.g., "Hi, Professor Jones"). But others don’t mind it and in fact use it themselves. But avoid "hey" – no one we queried likes that one. And “YO” or “what’s up” are not okay.

• Don’t expect an instant response. Although we have all become accustomed to the instantaneous quality of electronic communication, your professors want you to know that they simply cannot always answer a message quickly. Allow them a day or two, or even more, to respond. You can re-send the message if you haven’t heard back in five days or so.

On e-mail style:

• Don’t use smiley faces or other emoticons when e-mailing professors, and don’t use all those internet acronyms, abbreviations, and shortened spellings (e.g., LOL, or "U" for "you"). Similarly, don’t confuse email style with text style. All of that electronic shorthand signals a level of intimacy (and perhaps of age) that is inappropriate for exchanges with your professors.

• **Write grammatically, spell correctly, and avoid silly mistakes.** Proofread. Use the spelling checker. Especially double-check for embarrassing errors in your subject header. Show that you care about how you present yourself in writing to your professor.

• **DON’T WRITE IN CAPITAL LETTERS.** No one likes to be shouted at. Similarly, don’t use multiple !!! or ??? forms of punctuation.

• **Use paragraph breaks** to help organize your message. It’s hard to read a long unbroken stream of words on a screen.

**On content:**

• **Don't use e-mail to rant or whine.** Sometimes the very appearance of a message can signal "rant": very long paragraphs, no capital letters, no sentence breaks. These are not fun to read, and may well elicit the exact opposite response that you intend. Of course, we are all tempted to rant sometimes in e-mail, so what one professor recommends is this: Sure, rant all you want in an e-mail. But don’t send it. Hit the delete button, and then write a more measured message. On the other hand, an email in which you direct a constructively worded complaint to the person most able to address such complaints is just fine.

• **Keep most messages to under a screen in length;** lots of readers will simply defer reading long messages, and then may never come back to them. On the other hand, a very short, terse message may simply be meaningless. Be sure to include enough information so that your reader can understand what you are requesting. Provide a bit of background or context if necessary. State your request clearly.

• **Take extra steps to minimize the e-mail exchange;** for example, if you are requesting an appointment, state your purpose and name the times that you are available in your initial message. Your respondent may then be able to answer you with only one additional message.

• **Quote selectively and briefly** from any prior messages to provide context and background. Although sometimes it’s good to quote an entire exchange so as to keep a record of what’s been said and decided, often that’s unnecessary and simply ends up making a message too long and cluttering the screen.

• Many professors advise that you **think about why you are sending an e-mail message.** Are you asking something that could easily be checked if you took a few extra steps yourself? For example, e-mailing a professor simply to ask when her office hours are can be annoying when the office hours have been clearly announced on the syllabus already. On the other hand, e-mailing for an appointment is just fine. Are you asking a question privately that might be better asked in class, where all the students might usefully see the response? Are you e-mailing to lodge a complaint or to ask for a letter of recommendation or to seek help with a problem? In these cases, personal contact and an office visit might be much better.

• **Be respectful, and think about what kinds of things might sound odd or offensive to your professor.** For example, don’t say flippantly that you slept through that professor’s class, or talk about your love life, or bash faculty or assignments.
APPENDIX J
SSW STUDENT ORGANIZATIONS

Student Collective
The SSW Student Collective serves as the umbrella of all student groups, with representatives of each group sitting on the board. The purpose of the Student Collective is to provide communication and coordination between all groups of students at SSW and to serve as a united voice to reflect student needs, concerns, and interests of the SSW student body. The Student Collective is made up of the entire student body but has four officers and representatives from each of the student groups. Student Collective representatives perform several functions for the SSW, including serving as student representatives on a number of faculty committees, such as faculty search committees and re-accreditation committees, and facilitating communication and community-building within the SSW.

TUH Social Work Student Alliance
The mission of the Social Work Student Alliance is to advocate for the students at Temple University Harrisburg’s and the populations they serve, fostering positive educational experiences for students by promoting self-determination in the learning process. Guided by the NASW Code of Ethics, the Alliance honors diversity and is dedicated to social change and social justice, demonstrated through advocacy on behalf of vulnerable populations towards the eradication of oppression.

National Social Work Honor Society (Beta Rho Chapter, Alpha Delta Mu)
The purpose of this student organization is to advance excellence in social work practice and to encourage, stimulate, and maintain scholarship of the individual members in all fields particularly in social work.

Student Association of Black Social Workers (SABSW)
The Student Association of Black Social Workers is a chapter of the National Association of Black Social Workers. The purposes of the SABSW are to provide support for Black students both academically and personally; to promote the welfare, survival, and liberation of the Black community; to network with other Black social workers; and to create services and programs that will aid in providing understanding of the Black experience, such that Blacks can empower themselves and educate others.

Spanish Speaking and Latino Students in Social Administration (SSALSSA)
The Spanish Speaking and Latino Students in Social Administration (SSALSSA) serves as a networking system for the Philadelphia Latino community and Temple University. SSALSSA seeks to provide an atmosphere where dedicated students can develop the skills necessary to work in the Latino community. SSALSSA works in collaboration with organizations in the Latino community to provide educational, cultural, political, and social service programs.

PRIDE in Social Work
PRIDE in Social Work is Temple University School of Social Work’s student group for gay, lesbian, bisexual, transgender, queer and allied individuals. The group provides a supportive environment to address homophobia in our community. We provide a forum for discussion and seek to play a major role in the creation and dissemination of appropriate information to Temple School of Social Work.
APPENDIX K
NASW and CSWE STANDARDS

All students should be familiar with the following two documents, which can be found online:

The National Association of Social Workers (NASW) Code of Ethics outlines the mission, values, and ethical standards of the social work profession. This document should guide the conduct and decision-making of all social workers and social work students, regardless of specialization. Students are strongly encouraged to read the NASW Code of Ethics during their first semester of study. The Code can be found on the NASW website. Bound copies can also be ordered from the NASW Press. Find the NASW Code of Ethics at <www.socialworkers.org/pubs/code>.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards define the standards that a school of social work must meet in order to adequately prepare baccalaureate and master’s social work students for professional practice. The CSWE administers an accreditation process for all institutions of higher social work education.

Find the CSWE Educational Policy and Accreditation Standards document and further information at <www.cswe.org/CSWE/accreditation>.
APPENDIX L
QUICK GUIDE TO GETTING STARTED AT TEMPLE UNIVERSITY

In order to gain access to TU Portal, where your email, account info, course Blackboard sites and much more is contained, you’ll need to visit the following link about 24 hours after your tuition deposit posts to get your AccessNet login: https://accounts.temple.edu/selfcare/createLogin.jsp

Currently, the link for TU Portal is all the way at the bottom of the Temple University homepage. You’ll want to bookmark the TU Portal link for easy access and also consider downloading the TU Mobile app for your smart phone or tablet to make navigation easier on the go: http://tumobile.temple.edu/

A good resource on the Temple University webpage is the Students section, which links to several university offices in one convenient location. For example, Parking, Library Services, and Financial Aid are all linked from the Students page. You’ll find the link at the top of the Temple homepage.

When hunting for information on the website, take advantage of the search box located in the upper right corner of the homepage. When you’re stumped on how to find a university office, this will help.

Once you’ve logged into TU Portal, you’ll see a screen that looks something like this:

On the left side of the screen, you’ll have links to various TU Applications, such as Blackboard, which gives you access to the course sites for each of your courses. Not all
instructors actively use the Blackboard system but they will provide you with more information on how the course is run via the course syllabus.

You’ll also see your TU Mail link via the TU Portal homepage, which is where all university related email gets sent. It is required that you check your TU Mail on a regular basis to keep abreast of any important announcements that are distributed. The email server uses a Gmail interface and gives you access to calendar tools and Google Drive as well. Every student gets assigned a Temple email address based on the AccessNet username; however, you may create an alias (ex: jane.doe@temple.edu) by visiting the following link and following the instructions: http://www.temple.edu/cs/email/aliases.html

You’ll also have a grey tab that says, "Student Tools” along the top of the page. This is where you can accept your financial aid awards, access and pay your tuition bill once you’re registered for classes and much more! The Help section is located at the upper right of your TU Portal page by clicking the red question mark icon.

Be sure to sign up for TU Alerts, the emergency notification system that sends messages to you via text message, email or phone call. The link to sign up is as follows: http://www.temple.edu/safety/tuready/emergency-preparedness/emergency-notifications/tu-alert.asp. You can also follow TU Police on twitter @TU_Police.

In order to receive your Owl Card (TU ID), you’ll want to submit a photo electronically to save time and pick it up at the Diamond Dollars office on main campus. For programs located at other campuses, you’ll arrange ID card pickup through the Student Services Coordinator. Visit the following link for more information about Owl Cards and Diamond Dollars: http://diamonddollars.temple.edu/owlcard.htm

NOTES:
**APPENDIX M**

**QUICK GUIDE: CONTACT INFORMATION FOR UNIVERSITY OFFICES**

*Be sure to locate contact information for the campus where your program is located*

Student Financial Services:
- Provides information on Financial Aid, funding, and loans
  - [www.temple.edu/sfs](http://www.temple.edu/sfs)

Bursars Office:
- Billing, making payment, and tuition rates and issues
  - [www.temple.edu/bursar](http://www.temple.edu/bursar)

Temple University Housing and Residential Life:
- Graduate on and off campus housing information
  - [www.temple.edu/studentaffairs/housing](http://www.temple.edu/studentaffairs/housing)

Office of Parking Services
- On campus parking leases and information
  - [www.temple.edu/parking](http://www.temple.edu/parking)

Student Health Services
- Wellness, illness, immunizations, physicals, etc.
  - [www.temple.edu/studenthealth](http://www.temple.edu/studenthealth)

Office of the University Registrar
- Academic calendars, registration information, enrollment verification, PA residency requirements, FERPA policies, etc.
  - [www.temple.edu/registrar](http://www.temple.edu/registrar)
  - 215-204-1131
  - 200 Conwell Hall (main campus)

Temple University Graduate School
- Oversees graduate studies across the university
  - [http://www.temple.edu/grad/index.htm](http://www.temple.edu/grad/index.htm)
  - 215-204-1380
  - 501 Conwell Hall (main campus)

**NOTES:**