This handbook is for MSW students beginning the MSW program in summer or fall 2020.

This manual is intended only to provide information for the guidance of the students in the MSW Program at Colorado State University. The information is subject to change and the School of Social Work reserves the right to depart without notice from any policy or procedures referred to in this manual. This manual is not intended to be and should not be regarded as a contract between the Colorado State University School of Social Work and any student or other person.

School of Social Work Website: https://www.chhs.colostate.edu/ssw
Welcome to the School of Social Work at Colorado State University!

Message from the Interim Director of the School

The School of Social Work launches leaders and innovators who improve social services, build capacity, and promote human well-being through cutting-edge practice, policy, and research work.

We are proud to offer both the BSW and MSW programs that are fully accredited by the Council on Social Work Education. We have long-established programs and with over 40 years for our BSW program and 30 years for the MSW program. Upon your graduation you will join the ranks of thousands of other CSU graduates who are changing the world and improving the well-being of people and communities across the globe.

The School of Social Work at CSU is noted for its excellent students and its exceptional faculty. An emphasis is placed on providing students with a challenging learning environment and graduating social work practitioners who excel in their professional lives. Students frequently come to the classroom with work or personal experiences that enrich class discussions. The faculty are international experts in healthy aging, behavioral health, child welfare, equity and inclusion, social policy, and human-animal interventions. They bring knowledge from their research and practice to support social change and academic excellence.

The School of Social Work welcomes you to our learning community,

David MacPhee, Ph.D.
Interim Director, School of Social Work
Professor Emeritus, Human Development and Family Studies
Welcome to the profession of Social Work, one of the most challenging and simultaneously rewarding careers imaginable! According to the U.S. Department of Labor Bureau and Statistics, Social Work is one of the fastest growing careers in the United States and the need for trained social workers is strong.

Social work differs from other helping professions in several ways. Social work is guided by a code of professional values and ethics, with an emphasis on social and economic justice, and diversity. A person-in-environment focus and a strengths-based theoretical framework empowers social workers to work collaboratively with individuals, families, groups, organizations, and communities to overcome obstacles and create needed change. The field experience in social work provides students with a strong foundation, enabling them to become effective professionals and leaders. For these reasons, the MSW program in the School of Social Work was established as an Advanced Generalist Program. A solid graduate education in advanced generalist practice integrates greater theoretical and methodological knowledge as well as research and evaluation sophistication at all levels of social work practice.

To meet the diverse needs of students, we offer various program options including traditional, face-to-face classes at our Fort Collins campus and distance education opportunities in our nationally ranked hybrid program. Lastly, we offer optional curricular areas of emphasis through our graduate certificate programs, which are administered through our Center for Lifelong Learning and Outreach Education (CLOE).

Welcome to the MSW program,

Amy Martonis
Amy Martonis, MSW
Assistant Director
MSW Program Director
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Contact Information

School of Social Work
Campus Delivery 1586
Fort Collins, CO 80523

**Office Phone**: 970.491.6612  
**Fax**: 970.491.7280

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>Name</strong></th>
<th><strong>Phone</strong></th>
<th><strong>Email</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>School of Social Work Interim Director</strong></td>
<td>Dr. David MacPhee</td>
<td>970.491.2378</td>
<td><a href="mailto:David.Macphee@colostate.edu">David.Macphee@colostate.edu</a></td>
</tr>
<tr>
<td><strong>MSW Program Director</strong></td>
<td>Amy Martonis, MSW</td>
<td>970.491.0996</td>
<td><a href="mailto:Amy.Martonis@colostate.edu">Amy.Martonis@colostate.edu</a></td>
</tr>
<tr>
<td><strong>Field Education Director</strong></td>
<td>Liz Davis, MSW</td>
<td>970.491.3433</td>
<td><a href="mailto:Liz.Davis@colostate.edu">Liz.Davis@colostate.edu</a></td>
</tr>
<tr>
<td><strong>MSW Advisor</strong></td>
<td>Mindy Van Kalsbeek, MSW</td>
<td>N/A</td>
<td><a href="mailto:Mindy.Van_kalsbeek@colostate.edu">Mindy.Van_kalsbeek@colostate.edu</a></td>
</tr>
<tr>
<td><strong>Graduate Program Coordinator</strong></td>
<td>Timothy Frank</td>
<td>970.491.2536</td>
<td><a href="mailto:Timothy.Frank@colostate.edu">Timothy.Frank@colostate.edu</a></td>
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<td><strong>Distance Program Liaison</strong></td>
<td>Sarah Rudisill, MA</td>
<td>970.491.7817</td>
<td><a href="mailto:Sarah.Rudisill@colostate.edu">Sarah.Rudisill@colostate.edu</a></td>
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<tr>
<td><strong>Student Financial Aid – On Campus Distance Students</strong></td>
<td></td>
<td>970.491.6321</td>
<td><a href="mailto:FinancialAid@colostate.edu">FinancialAid@colostate.edu</a></td>
</tr>
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<td><strong>Registrar’s Office</strong></td>
<td>Main Office</td>
<td>970.491.4860</td>
<td><a href="mailto:Registrarsoffice@colostate.edu">Registrarsoffice@colostate.edu</a></td>
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The School of Social Work – Our History

Throughout its history, the School of Social Work (SOSW) at Colorado State University has made a continuous effort to develop and maintain a program that is responsive to three distinct, but related, interests: 1) the profession of social work as represented by the Council on Social Work Education’s Educational Policy and Accreditation Standards; 2) the human services agencies and clients in the state, the region, the nation, and the globe; and 3) the land-grant oriented mission and goals of Colorado State University. The following abbreviated history of social work education at Colorado State demonstrates how these three interests have merged to create and shape the social work education programs offered today.

In the mid-1960s, the U.S. government initiated a program (administered by state social services agencies) to increase the supply of social workers by making funds available through Title XX of the Social Security Act (and predecessor legislation) designed to encourage universities to create baccalaureate-level social work education programs. Although Colorado State University (CSU) had previously offered a few social work courses in its Department of Sociology, these courses did not constitute a program that would prepare a graduate for social work practice. In 1968, the Colorado Department of Social Services and CSU entered an agreement to create a full baccalaureate social work major that would be housed in the Department of Sociology, delivered by a faculty of professional social workers, and funded with Title XX funds supporting 75% of the program costs. The agreement anticipated that the cost of operating the program would gradually shift to the university and by 1977 it would be fully funded by CSU. A total of 150 students initially declared the social work major, and the first graduating class received the BA in social work in 1971.

In 1970, the Council on Social Work Education initiated a process of accreditation for baccalaureate social work education by granting “approval” status to 151 schools that met the established criteria. CSU was one of the first universities to attain that national recognition. Four years later “approval” was upgraded to professional “accreditation,” and again, CSU was among the first 135 baccalaureate social work education programs to achieve full accreditation – which has been maintained continuously since that time. Enrollment surged to a high of 375 majors during the mid-1970s, and it was necessary to cap the major at 325 students because new resident instruction resources were devoted to taking over the agreed-upon increasing percentage of program costs rather than funding new faculty positions to meet the growing student demand. In the 1980s, the stated goal of the Reagan administration to dismantle public human services discouraged students from majoring in social work (both at CSU and throughout the United States), and the number of majors at CSU dropped below the cap to as few as 177 in the mid-1980s.

In 1976 an outreach innovation was introduced aimed primarily at assisting public social services workers to improve their competencies and credentials. Again making use of federal funds available through Title XX, a distance education program was developed, designed to help persons who possessed baccalaureate degrees in other disciplines obtain a “second bachelor’s degree” in social work. Achieving this second bachelor’s degree also allowed these students to complete a master’s degree in social work...
in a reduced period of time (i.e., advanced standing) in many MSW programs throughout the United States.

By that time, the new department’s programs were completely funded by the university, and plans were initiated to create a master’s level social work education program (MSW). It was determined that the second bachelor’s degree would be phased out and its resources devoted to developing the MSW. At that time, no MSW programs existed in the states of Idaho, Montana, Wyoming, North Dakota, or South Dakota and the only other accredited social work education program in Colorado was the MSW program offered at The University of Denver (DU). The MSW program at DU was primarily oriented to specialized social work practice delivered in the Denver metropolitan area, and the tuition at that private university was viewed as prohibitive by many potential social work students. Given CSU’s land-grant mission to serve people throughout Colorado, the recognized needs of the neighboring states that did not offer the MSW, and the desire to avoid direct competition with DU, the proposed MSW program was oriented to preparing advanced generalist social workers especially capable of responding to the human services needs of small towns and rural areas or communities that were undergoing rapid transition (e.g., energy boom/bust towns, urban sprawl). That focus was later expanded to include preparation to serve residents in urban areas, especially along the Front Range.

In July 1984 the MSW program was approved by the Colorado Commission on Higher Education and in June 1985 it was accepted into candidacy for accreditation by the Council on Social Work Education. Eligibility for initial accreditation was achieved in 1986, and fully accredited status was granted in 1992. The first class of 18 master’s level graduates received their degrees in 1986.

Another major program innovation was approved by the Colorado Commission on Higher Education in 1990 when an alternative MSW program (with the University of Southern Colorado in Pueblo) was initiated. The University of Southern Colorado (USC), a sister university in the Colorado State University System, had by then achieved accreditation for its baccalaureate social work program and joined CSU in making the MSW accessible to students from the southern part of the state. The inclusion of USC in this social work education effort also was intended to recruit a more culturally diverse student body than is found in northern Colorado. Approval of this alternative program was granted by the Council on Social Work Education in 1992, and the first 23 students graduated in 1994. This effort became the Colorado State University System’s first cooperative program. In 2003, USC merged with CSU and is now named Colorado State University – Pueblo.

CSU School of Social Work further expanded its outreach efforts by admitting a cohort of 27 students living in the Western Slope to the MSW program in 1998. Students took their graduate courses in Grand Junction over a four-year period. The first Western Slope class earned MSW degrees in May 2002. The School of Social Work admitted a second cohort of Western Slope MSW students in fall 2003. These students graduated in May 2006. The first Colorado Springs Distance MSW cohort of students graduated in December 2008. The second cohort began in January 2009, and graduated in December of 2011. A third cohort was admitted in Colorado Springs in January 2012. In January 2010, the first Central Colorado MSW cohort was admitted. The Central MSW program was initiated in response to a growing demand for our weekend distance MSW from across the state of Colorado and beyond. The Central cohort held classes in Thornton and graduated in December 2012. In January 2015, distance programs were converted to a hybrid model with much of the class experience offered in an online format while
two weekends per semester are required for face-to-face classroom experiences. Currently the distance program is offered through three cohorts along the Front Range.

In an effort to continue to meet the needs of students and the community, the School of Social Work piloted an Advanced Standing program for students with BSW degrees from undergraduate social work programs accredited by the CSWE. Approximately 15-25 students with BSW degrees from accredited schools are admitted each year since.

Consistent with its roots in supporting the human services agencies, the CSU School of Social Work has devoted considerable effort to outreach activities. Substantial collaborations have been in the areas of research, curriculum development for and provision of statewide training to county child welfare and child protection workers. In 2002, the name of the Department of Social Work was officially changed to the School of Social Work to more accurately reflect the increased breadth of activities across national and in international arenas.

The Social Work Research Center (SWRC) was approved in 2004 representing collaboration between Colorado State University (School of Social Work) and community partners. Examples of community partners include County Departments of Human Services in Colorado (i.e., Larimer, Boulder, Adams, El Paso, Arapahoe, Broomfield, Pueblo, Weld, Broomfield, and Jefferson Counties), The American Humane, and Larimer County Mental Health. The purpose of these collaborations is to create formal links between human services agencies and higher education by researching and evaluating innovative and standard programs and research affirmed practices to advance social work practice and theory, promote social welfare and social justice, and enhance learning and practice in such areas of child welfare and juvenile delinquency. The mission of the Center is to serve the people of the State of Colorado, as well as at national and international levels, in the area of social work. The Center provides support to faculty, students, and community partners. It also facilitates training, mentoring and program development services to social welfare agencies, governmental departments, community groups, students, and faculty.

In 2006, the Social Work Center for Lifelong Learning and Outreach Education (CLOE) was established. The Center for Life Long Learning and Outreach Education develops, administers, and integrates degree and non-degree educational programs that extend outside the on-campus degree programs of the School of Social Work. The Center provides oversight to maintain high quality programs that are consistent with the mission and goals of the School of Social Work, the College of Health and Human Sciences, and Colorado State University. CLOE fosters increased faculty and student involvement in community improvement as resources for social workers and human service personnel, providing lifelong learning opportunities, and engaging alumni in both providing and participating in the educational opportunities offered by the Center.

In 2011, the CSU Board of Governors approved a PhD Program in Social Work replacing our successful interdisciplinary PhD collaboration with the School of Education.

The programs of the Colorado State University School of Social Work have reflected continuing responsiveness to the needs and interests of the region, the profession of social work, and the University. The School of Social Work is currently one of nine academic units in the College of Health and Human Sciences that make practical application of knowledge and skills to address the needs of people.
The School of Social Work

Vision
The School of Social Work will advance social, environmental, and economic justice, promote equity and equality, alleviate oppression, and enhance human health and well-being across local and global community systems.

Mission
The School of Social Work provides exemplary education, applied research, and transformative outreach toward the accomplishment of our Vision.

Guiding Principles
1. The School stands for courageous and resolute adherence to professional ethics and values by honoring commitments and upholding the highest standards of academic and scientific integrity.
2. The School is committed to academic rigor, seeking to define and address emerging social challenges thru interdisciplinary collaboration and critical inquiry that inspires innovation.
3. The School respects, honors, and values individual differences and diverse ideas. Using a lens of intersectionality, each person is treated with dignity, care, and respect.
4. The School cultivates a trusting and transparent environment through inclusive planning and decision-making with full, accurate, and timely communication of information.
5. The School proactively responds to emerging trends and issues through social engagement and experiential learning, which are integrated in all aspects of our teaching, research, and service.

Core Values
1. Integrity
   a. Uncompromising adherence to professional ethics and principles
   b. Cultivating or demonstrating trust and honesty in how we relate to each other / in all encounters and situations
   c. Awareness of how we interact with one another as human beings – this means, to be honest, trust the good intentions of our colleagues, show up authentically
   d. The courage to stand where you’re standing and the tenacity to hold what you believe
   e. Professional and personal

2. Transparency --- alternatively, Open and Inclusive
   a. Clear, open, honest communication
   b. Inclusion in decision-making
   c. Full, accurate, timely disclosure of information
   d. Group power and group decision-making, in terms of how we operate as a group and how we teach empowerment
   e. Courage

3. Respect
   a. Dignity, worth
b. Unconditional positive regard

4. Empathy
   a. Compassion

5. Innovative Excellence
   a. Moving forward with a spirit of scientific inquiry, teaching innovation, and a broader view of “what belongs” to Social Work
   b. Passionate, systematic curiosity and inquiry
   c. Inspiring innovation in our students
   d. Academic excellence; thinking differently about problems and solutions
   e. Recognizing how we act within larger systems and seeking interdisciplinary collaborations – Integrated thinking, ecosystems perspective
   f. Being relevant, timely, and responsive
   g. Integrated knowledge
   h. Community of knowledge seekers
   i. Passionate curiosity

6. Social Action / Service / Active Engagement (or Framework or Lens)
   a. Unwavering commitment to creating change
   b. ACTING towards or in the spirit of social justice
   c. Commitment to action, to improvement, to change
   d. Bring change agents
   e. Being responsive to changing landscapes; being aware of constantly changing contexts/variables and fluid in our responses
Organizational Chart

Please note: The organizational chart is updated annually in August. To request or review a current organizational chart, please contact the main office or Morgan.Drake@colostate.edu.

- School of Social Work Interim Director (David MacPhee)
  - MSW Program Director & School of Social Work Assistant Director (Amy Martonis)
    - MSW Advisor
  - BSW Program Director (Brenda Miles)
    - BSW Advisor
    - BSW Academic Support Coordinator
  - PhD Program Director (Anne Williford)
    - Graduate Programs Coordinator Administrative Assistant III**
  - Field Education Director (Liz Davis)
    - BSW Field Coordinator
    - MSW Field Coordinator
    - Distance MSW Field Coordinator
    - Field Program Support Program Assistant II**
- Outcomes Coordinator
- Centers
  - SWRC Director Senior Research Scientist
    - RA I
    - RA III
    - RA III
    - RA IV
  - HABIC Director
    - Office Coordinator
    - Program Coordinator
  - CLOE
    - Distance Liaison
- Post Docs
- Faculty
  - With PhD
    - Professors (TT or NTT Clinical / Research)
    - Associate Professors (TT or NTT Clinical / Research)
    - Assistant Professors (TT or NTT Clinical / Research)
  - With MSW as Terminal Degree
    - Master Instructor
    - Senior Instructor
    - Instructors
  - Business Officer**
    - Office Coordinator & BSW Support Admin Assistant II**
    - Accounting Tech II
  - Communications Coordinator**
MSW Program

MSW Program Mission
The mission for the MSW program at CSU is to prepare versatile leaders for professional, ethical Advanced Generalist practice in complex, diverse, and dynamic contexts. The School will provide cutting-edge, experiential education, based upon scientific inquiry, that is responsive to evolving needs of local and global communities.

MSW Program Goals
Through experiential learning, in the pursuit of social, economic, and environmental justice, the goals of the Advanced Generalist MSW program are to prepare graduates who:

1. Serve as skilled practitioners who engage in ethical, autonomous, and multi-disciplinary practice across system levels utilizing a Person-in-Environment perspective.
2. Serve as leaders who advance social, economic, and environmental justice, promote human rights, and engage in social action to eliminate oppressive conditions for all people.
3. Serve as leaders that value and appreciate human relationships and diversity in its multiple forms and who model and advocate for inclusive practices and cultural humility.
4. Practice life-long learning, engage in scientific inquiry, and utilize critical thinking to inform practice at all system levels.
5. Critically apply relevant theories and social work values to engage, assess, intervene and evaluate practice within changing contexts at all systems levels.

Program Evaluation
The MSW Program routinely collects and evaluates data to monitor progress and achievement of program goals. Students are included in this process through their involvement in course evaluations, evaluations of field organizations, field instructors, and other means. Students are invited to provide additional feedback through Roundtable meetings held at least once per year, through participation in the student association, and representation on Faculty Council. Program evaluation reports are updated annually on the School’s website.

Student performance data is collected through embedded measures within course assignments and is managed by the Outcomes Committee. If you would like further information about this data collection and assessment process, please contact your program director or the Outcomes Committee.

The Center for Lifelong Learning and Outreach Education

The School of Social Work is actively and creatively involved in continuing education and outreach through the Center for Lifelong Learning and Outreach Education (CLOE).

The Center for Lifelong Learning and Outreach Education develops, administers, and integrates degree and non-degree educational programs that extend outside the on-campus degree programs of the School of Social Work. These programs include Hybrid MSW offerings and Graduate Certificate Programs that allow students to create curricular emphasis within specific fields of practice. The Center
exercises oversight to maintain high quality programs that are consistent with the mission and goals of the School of Social Work, the College of Health and Human Sciences, and Colorado State University.

**Graduate Certificate Programs**
Through CLOE and CSU Online, the School of Social Work offers graduate certificate programs that allow students to enhance their curricular focus through online electives. The certificates require 9 credits (three courses) and online tuition applies. Students who are interested in just one course can enroll without applying for the certificate. Those who wish to complete the entire certificate must apply for the Graduate Certificate prior to enrolling in their 3rd course of the certificate. Courses are listed under degree requirements and curriculum.

For questions related to any of the certificates or other distance programs, contact Sarah Rudisill, Distance Liaison for the CLOE at sarah.rudisill@colostate.edu. To review the financial considerations of enrolling in an online certificate course or program, please see Appendix E.

**Advanced Clinical Behavioral Health**
The Graduate Certificate in Advanced Clinical Behavioral Health will increase the competence and accountability of MSW students, social work professionals, and eligible individuals from other disciplines as they work with clients and interdisciplinary teams around assessment, diagnosis, medication, and trauma.

**Conflict Resolution and Mediation Certificate**
The Graduate Certificate in Conflict Resolution and Mediation provides fundamental skills for helping professionals as they work with clients and interdisciplinary teams around the rapidly growing field of mediation. This certificate provides the required 40 hours of training to be recognized as a mediator by the Mediation Association of Colorado (through SOWK 551). Additionally, this certificate prepares students to work with specialized populations requiring conflict resolution services.

**Military and Veteran Culture**
The Graduate Certificate in Military and Veteran Culture increases the competence and practice skills of helping professionals as they work with clients and interdisciplinary teams within military and veteran systems. Visit

**Non Profit Administration Certificate**
The Graduate Certificate in Nonprofit Administration increases the knowledge and skills of human service professionals to provide strengths-based nonprofit program development, financial planning and management, and volunteer recruitment and retention.

**Pre K-12 School Social Worker**
The Graduate Certificate in PreK-12 School Social Work provides social workers with the required coursework to be certified as a Special Services Provider by the Colorado Department of Education (through SOWK 560). Additionally, the coursework provides content related to special education law (IDEA, 504, ADA), functional behavioral assessment, behavior intervention planning, and skills-training that supports employment marketability. This certificate is designed specifically for students who have
completed or will be completing their Master of Social Work (MSW) degree from a Council on Social Work Education (CSWE) accredited program.

Dual Degree Program: MSW/MPH

The Colorado State University MSW/MPH program offers the Global Health and Health Disparities concentration. The MSW/MPH provides an integrated approach to preventing, addressing, and solving global health and behavioral health problems, which includes individuals’ physical health conditions and the behavioral and social ecological determinants of health. The program has a strong commitment to social justice, the elimination of health, behavioral health, and care disparities, as well as a holistic definition of community and population health and well-being. The discipline draws on both social work and public health research, practice, and theoretical frameworks. The two fields of social work and public health are:

- Complementary: Public Health focuses on populations of people and is highly analytical and Social Work focuses on individual, groups, and communities within the social environment. Both programs heavily emphasize cross-cultural, global content in classes and have an emphasis on social justice.
- Evidence-based: The program focuses on contemporary behavioral health and health issues, and uses current research on empirically documented successful programs.
- Health promotion and disease prevention: Aims to improve global health by promoting well-being and preventing the occurrence of problems, not solely addressing them after they have developed.
- Multi-method: Applies all prevention and intervention tools, including research, policy analysis, clinical intervention, and macro and community-based approaches that comprise social work and public health.
- Trans-disciplinary: Works with multiple systems, organizations, and professions to reach individuals, groups, communities, and populations globally.
- Strengths-oriented: Utilizes multiple approaches to reduce risk, exposure to hazards, and to promote resilience thereby increasing overall well-being.

Both social work and public health share a commitment to involving consumers/community members in the development of policies and in the planning, delivery, and evaluation of health promotion interventions, health behavior change, and health education. For more information about the dual degree program, please visit [http://www.ssw.chhs.colostate.edu/students/graduate/MPH/indexMPH.aspx](http://www.ssw.chhs.colostate.edu/students/graduate/MPH/indexMPH.aspx)

*Please note, this program is only available as a full-time on campus option.

MSW Degree Requirements

Requirements for the MSW degree include the completion of 64 credits for two-year MSW students and 39-42 credits for Advanced Standing students. All work for the Master of Social Work degree must be completed within a ten-year period in accordance with Graduate School policies. Other general
requirements for the Master of Social Work degree are the same as those established by The Graduate School and in accordance with accreditation standards established by the Council on Social Work Education. Students should reference the Graduate School Bulletin for further policy information.

During the concentration year of study, students are responsible for completing Graduate School forms for degree completion. The forms are accessible through the Graduate School website and students will receive notification emails with timelines and instructions from the Graduate School and from MSW program staff. Failure to complete the forms correctly or missing deadlines can result in delayed graduation.

Please note, the School of Social Work does not grant social work course credit for life experience or previous work experience.

Program Options
The MSW Program is available as a full-time, part-time, and hybrid-distance program as follows:

- On campus, full-time, Advanced Standing (1 year)
- On campus, full-time (two years)
- On campus, part-time program (three to four years)
- Distance hybrid part-time program (three years) (Locations: Denver, Boulder, and Fort Collins)
- Distance hybrid part-time Advanced Standing (two years) (Locations: Denver, Boulder and Fort Collins)

For current program schedules, please reference your advising and registration guide or the program website.
The School of Social Work’s curriculum is grounded in the 2015 Educational Policies and Standards published by the Council on Social Work Education.

For course descriptions and additional information, please reference the CSU General Catalog.

### Foundation Curriculum

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<td>SOWK 515 Theoretical Foundations for Social Work</td>
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<td>SOWK 520 Social Welfare Policy and Advocacy</td>
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<td>Fall</td>
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### Concentration Curriculum

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</tr>
<tr>
<td>SOWK 631 Advanced Community Practice</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>SOWK 633 Contemporary Issues in Social Welfare Policy</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SOWK 634 Advanced Practice with Families and Groups</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>SOWK 698 Advanced Research and Social Work Capstone</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>Elective²</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Two year MSW students are required to complete 9 elective credits. Advanced Standing MSW students are required to complete 3 elective credits. Dual degree electives are fulfilled by MPH coursework unless otherwise noted by your Adviser.
Part-Time Curriculum Options

On-campus option

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1</strong></td>
<td></td>
</tr>
<tr>
<td>SOWK 500 Intro</td>
<td>SOWK 520 Policy</td>
</tr>
<tr>
<td>SOWK 515 Theory/HBSE</td>
<td>Elective*</td>
</tr>
<tr>
<td>Elective (or taken in summer)</td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
<td></td>
</tr>
<tr>
<td>SOWK 530 Anti-Oppressive</td>
<td>SOWK 588 Field</td>
</tr>
<tr>
<td>SOWK 511 Small Systems</td>
<td>SOWK 592 Seminar</td>
</tr>
<tr>
<td>Elective (or taken in summer)</td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 3</strong></td>
<td></td>
</tr>
<tr>
<td>SOWK 633 Policy</td>
<td>SOWK 631 Communities</td>
</tr>
<tr>
<td>SOWK 630 Individuals</td>
<td>SOWK 634 Families/Groups</td>
</tr>
<tr>
<td><strong>YEAR 4</strong></td>
<td></td>
</tr>
<tr>
<td>SOWK 600 Research</td>
<td>SOWK 698 Research Capstone</td>
</tr>
<tr>
<td>SOWK 688 Field</td>
<td>SOWK 688 Field</td>
</tr>
</tbody>
</table>

*A total of 9 elective credits is required. Fall electives may be taken during summer term if preferred for academic load. 5 credits are required for summer financial aid, and two electives may be taken concurrently. To complete a graduate certificate an elective should be taken in each semester (fall, spring, and summer) in order to complete certificate requirements.

**Students may elect to attend concentration courses on a full-time basis during year 3.

Hybrid MSW Program Curriculum (3 Year Plan)

**YEAR 1**

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 500 (3 credits)</td>
<td>SOWK 511 (3 credits)</td>
<td>SOWK 520 (3 credits)</td>
</tr>
<tr>
<td>SOWK 515 (3 credits)</td>
<td>SOWK 530 (3 credits)</td>
<td>SOWK 588 (3 credits) *</td>
</tr>
</tbody>
</table>

**YEAR 2**

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 631 (3 credits)</td>
<td>SOWK 630 (3 credits)</td>
<td>SOWK 633 (3 credits)</td>
</tr>
<tr>
<td>SOWK 592 (1 credit)</td>
<td>Elective (3 credits)</td>
<td>SOWK 688 (variable credits)**</td>
</tr>
<tr>
<td>SOWK 588 (3 credits)</td>
<td></td>
<td>Elective (3 credits)</td>
</tr>
</tbody>
</table>

**YEAR 3**

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 634 (3 credits)</td>
<td>SOWK 600 (3 credits)</td>
<td>SOWK 698 (3 credits)</td>
</tr>
<tr>
<td>SOWK 688 (variable credits)**</td>
<td>SOWK 688 (variable credits)**</td>
<td>SOWK 688 (varied credits)**</td>
</tr>
</tbody>
</table>
**Elective (3 credits)**

* Note 45 field hours = 1 credit hour; foundation year placement must be 270 field hours (6 credits)

** Note 45 field hours = 1 credit hour; concentration year placement must be 675 Field hours (15 credits). Placements may be completed in fewer than 4 semesters if desired, as long as 15 credits are completed over a minimum of two semesters.

**Advanced Standing Hybrid MSW Curriculum (2 year plan)**

**YEAR 1**

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 530 (3 credits)</td>
<td>SOWK 630 (3 credits)</td>
<td>SOWK 633 (3 credits)</td>
</tr>
<tr>
<td>SOWK 631 (3 credits)</td>
<td>Elective (3 credits)</td>
<td>SOWK 688 (variable credits)**</td>
</tr>
</tbody>
</table>

**YEAR 2**

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 634 (3 credits)</td>
<td>SOWK 600 (3 credits)</td>
<td>SOWK 698 (3 credits)</td>
</tr>
<tr>
<td>SOWK 688 (variable credits)**</td>
<td>SOWK 688 (variable credits)**</td>
<td>SOWK 688 (variable credits)**</td>
</tr>
<tr>
<td>Elective (3 credits)</td>
<td>Elective (3 credits)</td>
<td>Elective (3 credits)</td>
</tr>
</tbody>
</table>

**Elective Options**

Students may take online School of Social Work graduate certificate courses to fulfill elective requirements, or students can elect to take interdisciplinary on-campus options as identified below or as approved by the MSW Advisor.

Graduate certificate courses are provided through a collaboration between The Center for Lifelong Learning and Outreach Education (CLOE) within the School of Social Work and CSU Online, and online tuition rates apply. Online tuition assessment will impact full-time on-campus students differently than part-time or distance students based on the resident tuition benefits for enrollment over 9 credit hours, as online courses are not included. For further information, please review the financial impacts of online courses appendices Sarah.Rudisill@colostate.edu.

Online Courses may be found/added by searching for the course number at [https://www.online.colostate.edu/](https://www.online.colostate.edu/)

<table>
<thead>
<tr>
<th>Conflict Resolution and Mediation Graduate Certificate Courses</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 551: Fundamentals of Mediation</td>
<td>Every term</td>
</tr>
<tr>
<td>SOWK 552: Health and Eldercare mediation</td>
<td>Varied* (spring of odd years)</td>
</tr>
<tr>
<td>SOWK 553: Multiparty mediation</td>
<td>Varied* (fall of even years)</td>
</tr>
<tr>
<td>SOWK 554: Workplace Mediation</td>
<td>Varied* (fall of odd years)</td>
</tr>
<tr>
<td>SOWK 556: Divorce and Family Mediation</td>
<td>Varied* (spring of even years)</td>
</tr>
</tbody>
</table>
** Contact CLOE Distance Liaison for information on when these courses are offered. Sarah Rudisill at 970-491-7817, or via email at sarah.rudisill@colostate.edu

Advanced Clinical Behavioral Health Graduate Certificate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 675</td>
<td>Psychopathology and Community Mental Health</td>
<td>Summer</td>
</tr>
<tr>
<td>SOWK 676</td>
<td>Psychopharmacology and Community Mental Health</td>
<td>Fall</td>
</tr>
<tr>
<td>SOWK 677</td>
<td>Trauma Informed Care</td>
<td>Spring</td>
</tr>
</tbody>
</table>

PreK-12 School Social Work Graduate Certificate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 560</td>
<td>Social Work Practice in Schools</td>
<td>Spring, Summer (occasional fall)</td>
</tr>
<tr>
<td>SOWK 561</td>
<td>School Community: People with Disabilities</td>
<td>Summer</td>
</tr>
<tr>
<td>SOWK 551</td>
<td>Fundamentals of Mediation</td>
<td>Every term</td>
</tr>
</tbody>
</table>

Nonprofit Administration Graduate Certificate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 660</td>
<td>Nonprofit Program Development</td>
<td>Fall</td>
</tr>
<tr>
<td>SOWK 661</td>
<td>Nonprofit Financial Development</td>
<td>Spring</td>
</tr>
<tr>
<td>SOWK 662</td>
<td>Volunteer Development and Management</td>
<td>Summer</td>
</tr>
</tbody>
</table>

Military and Veteran Culture Graduate Certificate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 640</td>
<td>Contemporary Issues in Military and Veteran Culture</td>
<td>Summer</td>
</tr>
<tr>
<td>SOWK 641</td>
<td>Military Family Systems</td>
<td>Fall</td>
</tr>
<tr>
<td>SOWK 642</td>
<td>Clinical Interventions with Military Personnel</td>
<td>Spring</td>
</tr>
</tbody>
</table>

For approved on-campus interdisciplinary electives, please reference the [online list](#). Additional courses at the 500 level or above may qualify as MSW electives as approved by the MSW Advisor. Please see the [Graduate School Bulletin](#) for additional course and scheduling information.

**Advising**

Advising is provided to support students in their educational and professional development while enrolled in the MSW program, as well as to provide research mentorship. There are two advisor roles within the MSW program: Academic and Professional Advisor and Research Advisor.

**Academic and Professional Advising**

The MSW Advisor is available to students throughout the duration of their program to provide academic support and professional advising. Students are encouraged to take ownership in their learning, and the advisor can be a resource to aid them in meeting their academic goals. Meeting with the MSW advisor is mandatory for dual-degree and part-time students and advising is strongly encouraged for all other students. The on-campus MSW Advisor can be reached at Mindy.Van_Kalsbeek@colostate.edu or through the faculty/staff website. The distance MSW Advisor can be reached at Sarah.Rudisill@colostate.edu.
Advisor Responsibilities

1. Guide the academic and professional development of advisees and communicate with students regarding curriculum policies, procedures, and schedules.
2. Orient advisees to the School’s culture and curriculum.
3. Review and approve the plan of study for each advisee.
4. Provide guidance to students in their selection and completion of degree-required elective courses.
5. Refer students to appropriate on-campus resources as needed, such as the CSU Writing Center, specific workshops, Student Case Management Services, etc.
6. Meet with advisees at least once per semester or as requested (?) and be available for additional counsel as needed.
7. Provide student/faculty connect events on a quarterly basis.

Student Responsibilities

1. Students should initiate contact with the MSW advisor as needed to seek information, assistance, or clarification and to receive support towards professional development. Students should identify areas of concern regarding any aspect of their MSW experience.
2. Students should view their advisor as a resource who can make appropriate referrals to other services as needed.
3. Students are responsible for registration of all courses each semester per their program of study and in alignment with their desired graduation date.
4. Students are ultimately responsible for their plan of study and completion of coursework in proper sequence.
   a. Students should refer to and use the MSW Advising Checklist as a tool to ensure completion of all required coursework (See Appendix F and utilize the checklist that corresponds with your intended plan for completion of the program).
5. Students should monitor their own educational and academic progress related to their program goals and in alignment with university standards.

Research Advising

During the research capstone course (SOWK 698) your instructor will serve as your Research Advisor, which is a separate role from academic and professional advising. This role is intended to provide project-specific research mentorship and to serve as your advisor of record for the Graduate School regarding required form submissions (GS forms). Throughout the duration of your MSW program, you will retain your academic advisor.
Graduation Requirements

Forms
During the semester in which the student is enrolled in SOWK 600, the MSW Advisor will send out instructions for completing the program of study form- GS-6. Each student must prepare this form (GS-6), which is the formal statement of what is done to achieve the degree and is the summary of all academic planning. The program of study must be filed with the Graduate School before students can register for their fourth regular semester. Students who fail to meet this requirement may be denied subsequent registration. The Graduate School reviews each GS-6 and determines whether the program of study conforms to University policy and that minimum requirements will be met for the degree.

While it is important to plan the Program of Study early in the graduate career, plans may develop and change. Modifications must be formally recorded and the advisor, director, and the Graduate School must approve. Courses which have been taken and for which a grade has been received (A through F, I, S or U) may not be removed from the Program of Study. Changes in program of study or committee membership should be made with extreme care since no additional comprehensive checks are made until the time of graduation (Graduate and Professional Bulletin).

At the beginning of the final semester of the program, students must also complete the GS25 Application for Graduation. This form places them on the graduation list for that semester and allows them to make any last-minute changes to their program of study. In addition, students must submit a GS24 Report of Final Examination Results to their research committees during their poster sessions. If the committee approves of the poster session and related research presentation, they will sign the GS24, at which point the student must take it directly to the Graduate School office.

Research Requirement
Our graduate program is a Plan B as recognized and structured by the graduate school. MSW students will complete original research in their SOWK 698 Advanced Research and Social Work Capstone course during their final semester of study, and complete a poster presentation. Students interested in a thesis option should see the information below, and schedule a meeting with the MSW Advisor.

Procedures for the Appointment of Plan B Graduate Committees
In the final semesters of course work, research faculty identify a committee to support and evaluate student projects. The Plan B research committee consists of three members. The Chairperson of the research committee is the student’s SOWK 698 Advanced Research and Social Work Capstone course instructor, who also serves as their research advisor. Of the remaining two members, one must be a social work faculty member and one must be a faculty member from a department/unit outside social work to represent the Graduate School. Committees must receive signatory approval from the Director of the School of Social Work. The recommended Advisory Committee members will be forwarded to the Graduate School for approval. The student’s graduate committee has the following responsibilities:

1. Review the student’s Program of Study (GS-6) and other required GS forms
2. Guide the process of conducting and completing original research
3. Determine if the research product satisfies the Graduate School and School of Social Work requirements
4. Develop plans for academic, professional, and career success with the student

**Thesis**

Students have the option of applying for approval to complete a thesis rather than fulfilling the research requirement through SOWK 698. Completion of a thesis will very likely extend the duration of the MSW program by 1-3 semesters, depending on project completion timelines. In order to adhere to the recommended timeline below, students are strongly encouraged to conduct either a meta-analysis or a secondary data analysis. Original data collection will be considered only under unique circumstances and considered individually. In order to be eligible for the thesis option, undergraduate GPA (for Advanced Standing Students) or foundation year graduate GPA must be 3.7 or higher.

Students interested in the thesis option should carefully review the Graduate School policies and instructions available here: [http://graduateschool.colostate.edu/for-current-students/completing-your-degree/thesis-dissertation/](http://graduateschool.colostate.edu/for-current-students/completing-your-degree/thesis-dissertation/)

**To be considered for a thesis:**

1. **Recruit and confirm a Graduate Committee (two School of Social Work faculty and one external faculty with related expertise) by July 15th prior to the concentration year of coursework.**

2. **Submit a research proposal summary to the MSW Advisor by August 1st. This must include:**
   a. A Cover Sheet that declares the thesis option as the requested choice.
   b. A 5-10 page initial literature review (reviewing all substantive literature published in the last 5 years on the topic including peer-reviewed journal articles and key seminal pieces that are historically relevant).
   c. A specific Research Question that is a natural conclusion of the literature reviewed.
   d. An identified Dataset that will be utilized for analyses to answer the Research Question.
   e. A general data analysis plan.
   f. Signature of approval by Committee Chair.

3. The research proposal will be reviewed by the MSW Advisor for full completion of the proposal and by the MSW Program Director. Within 30 days of submission, the student will receive an email notification from the MSW Advisor about the status of their proposal.
   a. If the research proposal is accepted, the student will be notified that they are approved to complete a thesis with registration in SOWK 699 instead of SOWK 698 for the spring (concentration year) and subsequent terms. A thesis plan of completion will then be submitted to the MSW Advisor no later than **September 15th** of the concentration year of study. Appropriate signatures must be present at time of submission.
   b. The student must submit the GS30 Thesis/Dissertation Submission form to the Graduate School by the published deadline date of the student’s graduating term. Details and instructions are available on the Graduate School website: [http://graduateschool.colostate.edu/policies-and-procedures/forms/#GS30](http://graduateschool.colostate.edu/policies-and-procedures/forms/#GS30)
After submitting the GS30 form the student must submit the thesis electronically to the Graduate School following the published procedures. (See the instruction link above.)

If the research proposal is not approved, the student should plan to enroll in SOWK 698 for completion of the research requirement.

Students are expected to maintain progress on their thesis in accordance with the plan of completion. Students will provide one written thesis completion update (appendix) to the MSW advisor by the end of each semester. If satisfactory progress is not being made, the student will have one opportunity to submit a revised plan of completion to the MSW Advisor, with approval from the student’s committee. If the student is unable to maintain thesis progress as outlined in their revised completion plan, the student will be withdrawn from the thesis option and will enroll in the next available section of SOWK 698 for degree completion. The thesis option must be completed within three semesters of concluding MSW course work.

Successful Completion of Field Practicum
Consistent with the nature of professional social work practice, students in field are evaluated on all of the program’s competencies. Individualized learning situations combined with field instruction facilitates student understanding of strengths as well as the identification of areas for continued personal and professional growth. The learning plan serves to direct students in their field placement with the core competencies and practice behaviors to meet the learning goals and objectives. These practice behaviors provide opportunities for students to engage in generalist practice (MSW foundation) and advanced generalist practice (MSW Concentration) and demonstrate proficiency with the required competencies. Students operationalize the practice behaviors through identifying specific tasks and responsibilities in their field placements.

Students are informed of criteria for evaluating their performance in field via the field education syllabi, orientation, learning plan, and the evaluations, which measure student performance with respect to the program competencies and practice behaviors. Formal polices regarding the NASW Code of Ethics, background check policy, problems in field, procedures for grievances, and evaluation of student performance are documented in the field education materials. These criteria are reviewed in field orientation and discussed in the field education materials for students, field instructors, on-site supervisors, and the affiliated agencies in the field education program.

Incompletes
An incomplete can be requested if the student is currently in good-standing within the course as demonstrated by a grade of C or higher and/or if more time is needed to complete 588 or 688 field education hours. To request an incomplete, the student should request the appropriate form from their academic advisor and communicate with each faculty/staff member to collaboratively determine the conditions of the incomplete. The student and faculty/staff signed incomplete form must then be approved by the MSW program director and filed with the Office Manager. Granting an incomplete is at the discretion of the MSW Program Director and the instructor for which the incomplete is being requested.
Please note, the MSW curriculum is a carefully designed program of study. Students may not complete advanced courses prior to completion of the foundation content. To be eligible to progress to the concentration curriculum, students must successfully complete all foundation courses with a grade of C or better; must have earned an overall graduate GPA of 3.0 or higher; must successfully complete foundation field placement as determined by the student’s field instructor, faculty consultant, and the Director/Assistant Director of Field Education.

**Time Limit**

There is a ten-year time limit for completion of the master’s or doctoral degrees at Colorado State University. Courses to be applied toward fulfilling the requirements for the master’s and doctoral degrees, including any which may have been transferred from another institution, must have been registered for and completed within the ten years immediately preceding the date of completion of requirements for the degrees (Graduate and Professional Bulletin).

**Graduate Enrollment Requirement and Continuous Registration**

All graduate students at Colorado State University are required to be continuously registered in the fall and spring semesters throughout their degree programs. Graduate degree candidates must be either enrolled for at least one credit or must register for Continuous Registration (CR) during the term that they complete their degree requirements. This policy applies from the time of first enrollment through the graduation term. Registration is also required during the summer term if University resources, such as the library or faculty consultation, are used. Students may fulfill this requirement by registering for any graduate credit-bearing course (regular or non-regular). As an alternative, students may opt for Continuous Registration (CR) status. If students opt to register for Continuous Registration (CR), a fee is assessed. Registration for CR status is accomplished in the same way as registration for courses. Section ID numbers appear in the class schedule under the CR prefix. (Graduate and Professional Bulletin). Continuous registration is not required during summer terms.

**Instances in which continuous registration may be applicable to students in the MSW program:**

- Students who do not complete all coursework and/or receive a grade of “incomplete” for one or more courses at the end of their intended semester of graduation must enroll for CR during the term in which they will complete the required coursework and graduate. This requirement only applies if the student is not enrolled in any credit-bearing coursework during the actual graduation term.

- Students completing a Master’s thesis who have registered for six credits of SOWK 699 but require additional time must register for CR to remain active students until they complete their thesis and graduate. Satisfactory progress toward completion of the thesis must be demonstrated each term prior to approval for CR registration.

- Students with extenuating circumstances that prevent regular degree progression may be allowed to enroll in CR for up to two semesters without needing to apply for readmission. In such cases, CR enrollment must be approved by the student’s advisor/committee chair, the Graduate Committee, and the Director of the MSW program.

Enrollment in CR beyond the allowed two semesters may be deemed as failure to make satisfactory degree progress. When a student’s graduate advisor or advisory committee finds that a student is
making unsatisfactory progress toward degree completion and satisfactory progress cannot be anticipated, the student and committee must create a progress plan and determine an appropriate timeline. If adequate progress is not made at the end of the timeline, the committee may recommend dismissal from the program and Colorado State University.

Program Withdrawal or Non-Continuous Registration

There are several ways that social work graduate students may exit the MSW program prior to successful completion of the curriculum and graduation: a graduate student may voluntarily withdraw from the MSW program; may be dismissed from the program for scholastic or non-scholastic reasons; or may fail to continuously register in the MSW program (see above). The School of Social Work will not consider re-admission applications from students dismissed from the program for scholastic or non-scholastic reasons. A student who, voluntarily withdrew from the program or failed to continuously register, may re-enroll in the MSW program by formally reapplying to the School of Social Work and to the Graduate School. The student application will be reviewed by the admissions committee following the normal admissions process. Readmission is not guaranteed.

MSW Field Education Requirements

Important policy and procedure information regarding Field Education is detailed in the Field Education Manual. To be eligible for field education, students must be in good standing with the School of Social Work and the University. Students seeking to regain good standing status should consult with their advisor before applying for field.

The purpose of field education is to provide supervised practice experiences that support students’ integration of social work knowledge, values, skills, and practice behaviors within the framework of the needs and goals of client systems, host agencies and their communities. Field placements afford each student an individualized learning situation, which, through guided instruction, formulates the students’ understanding of her/his strengths and identifies areas for continual personal and professional growth.

Field education with a generalist or advanced generalist perspective must encompass learning opportunities that address Social Work Core Competencies as specified by the Council on Social Work Education (CSWE) and the School of Social Work. Core Competencies describe performance outcomes that are characterized by measurable practice behaviors, which are then operationalized through the curriculum of the School of the School of Social Work. The Field Education Program provides students an opportunity to integrate knowledge, values and skills within the CSWE Core Competencies and corresponding practice behaviors in a supervised and monitored practice setting.

Individual interviews with the Director of Field and/or the Field Education Coordinators are held in the semester before students enter the field. In accordance with the recommendation of the Council on Social Work Education, no academic credit is given in whole or in part, for life experience and/or previous work experiences in lieu of the field practicum. In many placement agencies, one or more of the following may be required of students requesting placement:

- Immunization records and updates;
• Criminal arrest background check through Colorado Bureau of Investigation;
• Central Registry check for child abuse charges;
• Drug and alcohol testing; and/or
• Driving record

If the results of a background check are determined as negative by the placement agency, placement by that agency may be denied to the student. A degree in social work cannot be obtained without completing the field education component of the program.

Foundation Field Placement (2-year MSW Students)
In the foundation field placement, students are assigned to selected agencies in order to provide each student with an opportunity to apply classroom knowledge, skills and values to practice skills. Students complete 270 clock hours in the agency under the supervision of an MSW practitioner with at least two years of post-graduate experience. The Foundation Field Placement experience is designed in such a way that students will have opportunities to demonstrate the Core Competencies as specified by the Council on Social Work Education Educational Policy Accreditation Standards (CSWE-EPAS). All social work students complete an approved field placement during their degree program. At the beginning of the semester prior to the field placement term, students must attend a scheduled Application Meeting, which provides an overview of the field application process and procedures. Academic credit is not given for life or work experience in lieu of the field placement. The placement of students in field agencies is an important part of the field education program and marks the beginning of the field experience.

Concentration Field Placement (All MSW Students)
In the concentration field placement, students are placed in settings in which they can develop advanced practice competencies and skills. The ideal setting offers students opportunities to work with multiple client system levels. Students are expected to implement advanced generalist social work knowledge, values, and skills as defined in the CSWE-EPAS Core Competencies. To successfully complete the concentration field practicum, students complete 675 clock hours of agency work under the supervision of an MSW practitioner with at least two years of post-graduate experience.

MSW MPH Dual Degree Internships
Students enrolled in the dual degree program will be invited to participate in the MPH orientation at the start of their program. The orientation includes an initial meeting with the Field Director and MSW Field Coordinator to review and explain the process of engaging and participating in the field education program and processes. Dual degree students are required to fulfill additional public health requirements as part of the public health competencies and standards.
School of Social Work Academic and Professional Standards

Students must demonstrate consistent, satisfactory progress toward completion of their degrees across all semesters of academic coursework and fieldwork in order to graduate from the program. The following describes expectations and responsibilities of students that directly pertain to successful completion of their degrees in addition to related policies and procedures.

Scholastic Performance Standards

Maintain Good Academic Standing

MSW students must earn a C or better in all degree-required coursework and maintain a cumulative 3.0 grade point average (GPA). For courses graded with satisfactory/unsatisfactory, students must earn an S. Specifically:

- No course with a grade below a “C” will be credited toward the graduate degree.
- Students are not eligible to enter their final field placement unless they have a 3.0 GPA and will not be conferred a degree unless all course work is completed with a cumulative GPA of at least 3.0.
- A grade of Unsatisfactory (“U”) in a required course is grounds for review by the MSW Program Director and possible recommendation for dismissal from the School of Social Work.

Failure to maintain good academic standing results in being placed on academic probation. The probationary period extends for one semester beyond the one in which this status is acquired. During this probationary period, the student must register for traditionally graded courses that affect the grade point average. Students on probation are subject to dismissal by the academic department or the Dean of the Graduate School at the end of the probationary semester unless good academic standing has been regained. This requires adequate improvement in cumulative grade point averages (3.000) and/or satisfactory progress as determined by the student’s academic advisor. Please see the Graduate and Professional Bulletin for additional details on Graduate School requirements and procedures for maintaining good academic standing.

Uphold Academic Integrity

Students are expected to uphold academic integrity as outlined by the University. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, and falsification. Procedures for addressing academic misconduct are detailed in the Graduate and Professional Bulletin.

Professional Performance Standards

To demonstrate satisfactory progress toward completion of their degrees, students are expected to maintain good standing with the School of Social Work and the University and uphold high standards of professional behavior throughout their educational program and in context of all academic and professional settings encountered as social work students. Serious or sustained problems related to professional behavior may lead to a recommendation for dismissal from the program (see: Dismissal from the Program). It is vitally important, therefore, that students commit themselves to a process of developing high standards of professional behavior throughout all parts of the Social Work program.
The NASW Code of Ethics is the cornerstone of determining and guiding ethical behavior for social workers and students, and adherence to these ethical standards is a requirement and standard for the program. Evidence of a serious breach in research ethics or in the NASW Code of Ethics may prompt recommendation for immediate dismissal of a student from the program. Students are directed to review the NASW Code of Ethics and the webpage of the Office of the Vice President of Research that addresses Research and Scholarly Ethics.

Inability, unwillingness, or failure to meet generally accepted professional guidelines of conduct, integrity, or emotional stability may result in the initiation of Student Development and Accountability Procedures (see below). The following presents examples, but not a complete list, of behaviors that may constitute professional concerns in areas of functioning essential to the professional social worker:

Acceptance of Responsibility
• Failure to adhere to basic principles of social work practice that includes abiding by the NASW Code of Ethics, maintaining confidentiality, and showing respect for clients and colleagues.

• Inability to successfully secure a field internship within a reasonable period of time and/or termination from a field internship related to student performance.

• Failure to take adequate steps to address or remedy personal problems, psychosocial distress, substance abuse, suicidality, or mental health impairment that interfere in the field placement or the classroom learning environments even though appropriate ADA accommodations may have been provided.

• Impaired performance in the classroom or in field. Behaviors include, but are not limited to, active substance use, inability to focus or communicate, distortion in thought processes, or otherwise unable to develop appropriate working relationships in the social work context.

• Unethical or criminal conduct that interferes with competent performance as a social work practitioner or may potentially compromise the safety of others or client services.

• Private conduct that interferes with the ability to fulfill student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation.

Commitment to Learning
• Failure to adhere to attendance standards within the MSW program or a field placement agency. Inability to consistently be where you have committed to be. Failure to report on time. Consistent lateness in meeting work deadlines.

• Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients.

• Lying, cheating, or any form of plagiarizing in coursework or fieldwork (see Graduate and Professional Bulletin)

Communication Style: Written, Verbal and Non-verbal
• Inadequate written or verbal communication skills, which impede the ability to work effectively with faculty, peers, clients, and supervisors.
• Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or Educators.
• Inappropriate use of social networking

Interactions with Others
• Inadequate interpersonal relationship skills necessary for social work practice, including the inability to form positive working relationships with clients, faculty, supervisors, and peers.
• Inability, unwillingness, or failure to respect human and cultural diversity.
• Entering into a dual relationship with clients or failing to disclose a conflict of interest. Entering into a sexual relationship or sexual activity with clients, whether consensual or forced.
• Acts or threats of physical violence or verbally abusive behavior toward fellow students, colleagues, supervisors, or Educators;

Participation in the Supervisory Process
• The inability to accept constructive feedback and effectively utilize supervision from field instructors and/or faculty, and/or an inability to make changes recommended by this feedback.
• Failure to adhere to agency policies and professional standards of the agency during the field placement.

Time Management and Organization
• The inability or failure to engage in tasks associated with field education, as assigned by the agency.
• Persistent inability to meet deadline dates on assignments and projects, suggesting an inability to be dependable and responsible in serving clients.

Professional Performance: Student Development and Accountability Procedures
Every student in social work is a representative not only of the School of Social Work, but also of their chosen profession of social work. For this reason, faculty hold students accountable to professional performance standards in context of all settings and social interactions of relevance to their education and development as a professional social worker. A proactive and preventive approach is used to help students develop and sustain high standards of ethical conduct and professional behavior. The goal of this approach is to produce the finest possible graduates who can advance the profession of social work and competently serve their clients at individual, group, community, and population levels.

The School’s approach to professional performance is a multi-staged process (see flow chart in Appendix).

STEP 1 for all students entering into the social work program is to set expectations early for ethical conduct and professional behavior. During program orientation, faculty and/or staff clearly communicates that students are required to learn about and commit themselves to upholding CSU’s expectations for academic integrity and student conduct and CSU-School of Social Work’s professional performance standards. Students are required to sign the Professional and Academic Standards Acknowledgement Form (Appendix) indicating that they have read and agree to uphold their
responsibilities in each of these areas upon program admission and be on record with the SOWK before program orientation.

STEP 2 of the School’s approach to addressing professional performance concerns is determined by the nature of the concern, which falls into two categories:

Low Level Concerns include, but are not limited to, violations of scholastic or professional performance standards explained above, in which there is:

• No evidence of harm or risk of harm to self or others, agency or university
• A specific identifiable problem area
• Demonstrated student awareness, initiative, and ability to resolve the issue
• Evidence that the impact is limited to the student directly involved in the issue

High Level Concerns include, but are not limited to, violations of scholastic or professional performance standards explained above, in which there is/are:

• Evidence of harm or risk of harm to self, others, agency or university
• Diffuse concerns which affect multiple aspects of the learning environment
• Concern regarding how the student’s behavior negatively impacts the learning environments for others
• Concern because the student is already on remediation status for a low-level concern and he/she failed to successfully remediate in the Improvement Plan

Identifying Concerns
The School of Social Work encourages faculty to informally assess the professional behavior of every student in their classes and directly address any emerging concerns with students in a timely fashion. During each semester (typically after the semester’s mid-point), instructors independently answer this screening question for any student(s) enrolled in their courses who they have professional behavior concerns about: What are your concerns about (Student) related to his or her acceptance of responsibility, commitment to learning, communication style, interactions with others, participation in the supervisory process, or time management and organization?

The Student Affairs and Admissions Committee reviews responses received from all instructors to determine if any students have been identified for concerns by more than one instructor. In these cases, the MSW Program Director is notified. The MSW Program Director or advising designee is then responsible for directly talking with a student about whom more than one concern has been identified and helping that student understand and develop strategies to help address identified concerns. Students are enrolled in field placement(s) most of the social work program. The Field Director and/or Coordinator should be alerted to any circumstances that may impact the student’s ability to participate or function in their field placement or may result in their withdrawal from the Field Placement. Concerns may be addressed informally among the MSW Program Director, faculty, and student, or may continue to Step 3 of the School’s procedures (see below).
Addressing Low Level Concerns
Low level concerns identified by faculty will first be addressed informally. Concerns related to professional behavior are often identified early in the student’s program and are most effectively addressed by instructors as soon as they arise. If concerns related to professional behavior arise during a course, instructors are responsible for addressing them directly with the student in a confidential and timely manner.

If low level concerns persist after faculty has addressed them with the student, the MSW Program Director is notified. The MSW Program Director or advising designee is then responsible for directly talking with a student about the concern and helping that student understand and develop strategies to help address identified concerns. The MSW Program Director may consult with faculty who identified concerns and meet with the faculty and student in a collaborative discussion aimed at problem solving and goal-setting.

Addressing High Level Concerns
High level concerns identified by faculty may proceed directly to Step 3 or may result in a recommendation for immediate dismissal from the program.

STEP 3 is intended to address persistent low level concerns, as well as high level concerns. When a professional performance concern progresses to Step 3, it means the MSW Program Director and/or faculty see the need for more individualized goal-setting and action.

3a. Assessment of Concern
The student, faculty member, and MSW Program Director systematically and comprehensively assess a student’s professional performance, using the Professional Performance Assessment (see Appendix C). Based on the assessment, the faculty member and program Director will determine if the student will be [a] placed on an Individualized Performance Improvement Plan (see Appendix D), [b] placed on Academic Probation, or [c] recommended for dismissal from the program. In consultation with faculty and program directors, the Director of the School of Social Work makes the final determination as to whether documented concerns are of sufficient severity to merit immediate placement of the student on Departmental Probation or recommendation for immediate dismissal. The process is as follows:

3b. Individualized Performance Improvement Plan
- The MSW Program Director or advising designee meets with the student (and involves others as needed) to discuss and develop individualized goals and action plan using the Professional Performance Improvement Plan (Appendix D).
- As needed, the MSW Program Director or advising designee may enlist other campus resources to help the student successfully meet the goals specified in his or her individualized improvement plan.
- A CSU Student Case Manager may be involved. When enlisted, the Student Case Manager helps the social work student identify needed campus resources; case manager handles all follow-up with the student. A referral to the Student Case Manager is documented by the MSW Program Director or advising designee to the student and School of Social Work Director.
• When the student’s needs exceed the support capacity of student case manager and School of Social Work, and the student poses a possible danger to self or others, the MSW Program Director in consultation with School of Social Work Director may enlist further assistance from the Division of Student Affairs.
• The MSW Program Director, advisor, and concerned faculty monitor progress and changes in professional behavior per the improvement plan. The MSW Program Director or advising designee documents progress monitoring and follow-up meetings. Immediate and positive changes are expected.

Consequences for failing to meet goals are also identified. A student may be placed on Departmental Probation given failure to meet agreed upon goals in the professional performance improvement plan.

3c. Academic Probation
Academic Probation may be initiated for high level violations of professional performance standards or when there is credible documented evidence from multiple sources of serious unresolved problems in a student’s professional performance.
• The School of Social Work Director is required to provide written notification to a student when he or she is placed on Departmental Probation, including evidence supporting the need for probation and terms for being removed from it.
• A student who is on Departmental Probation may be prohibited from participating in fieldwork at the discretion of the student’s academic advisor or MSW Program Director, the Field Education Director, and School of Social Work Director.
• A student on Departmental Probation is given one semester in which to demonstrate sustained success in addressing terms of the probation. Students who have made significant progress in addressing identified concerns in this period of time are removed from Departmental Probation with the expectation that they will sustain all gains made and no new issues pertaining to professional behavior arise.

3d. Dismissal from the Program
The School of Social Work Director may make a recommendation to the Graduate School that the student is dismissed from the program under three conditions:
• A high level concern has been identified that is serious enough to warrant a recommendation for immediate dismissal from the program.
• The student fails to adequately address professional behavior concerns within one semester after being placed on departmental probation.
• Progress related to professional behavior concerns is not sustained after the student has been removed from Departmental Probation and/or new serious, credible and documented issues pertaining to professional behavior have arisen.

The Graduate School makes all final determinations regarding dismissal of an MSW student from the program. The Graduate School may dismiss a student from the program for reasons of unsatisfactory progress toward completion of his or her degree based on these considerations:
• The student does not have a cumulative GPA of 3.0 or higher following one semester on academic probation;
• The student has not passed field education;
• There is credible documented evidence that the student has engaged in serious academic misconduct;
• There is credible documented evidence of serious violations of the university’s ethical principles and/or NASWs Code of Ethics; OR
• There is credible documented evidence of serious problems with professional behavior that have not been resolved despite documented interventions by CSU- School of Social Work faculty and/or fieldwork educator(s).

Students who are at risk for dismissal from the program for reasons of poor academic performance are notified in advance and in writing by the Graduate School. The Graduate School notifies students with cumulative GPAs of less than 3.0 based on 9 credits of coursework from the first fall semester that they are “not in good standing” and must raise their cumulative GPAs to a 3.0 or better the following semester to avoid academic probation. After a minimum of 12 credits of coursework has been completed, the Graduate School provides written notification to students with cumulative GPAs of less than 3.0 that they have been placed on academic probation and must raise their GPAs to a 3.0 or better the following semester to avoid dismissal. Students with significant unresolved professional behavior problems are notified of a possible recommendation to the Graduate School for dismissal from the program by the School of Social Work Director in the form of a written letter of warning.

Graduate School Appeals Procedure
The Graduate School at CSU encourages informal resolution of appeals and grievances whenever possible. However, the policy explicitly states that graduate students may appeal decisions concerning unsatisfactory performance on graduate preliminary or final examinations, academic probation for reasons of unsatisfactory progress toward the degree other than insufficient grade point average, termination of or election to void an assistantship for reasons set forth in the terms and conditions applicable to graduate assistant appointments, or dismissal from the graduate program for academic reasons. For details, refer to the current on-line Graduate and Professional Bulletin published by the CSU Graduate School Office.

Grievance Procedure for the School of Social Work

This section details procedures for students who have a concern that needs to be clarified or resolved. The concern may relate to academic matters such as a grade, acceptance into a professional program, or other issues. If a student (or students) decides that the concern warrants action, the first step is to communicate the concern in person or in writing with the person (or persons) involved. This communication should occur as soon as possible, and within a maximum of 30 days, after the incident/event. Because a power differential exists between students and faculty, the student may wish to have another person present if there is a face-to-face discussion.

If the informal communication with the faculty member(s) does not resolve the problem, the student has 30 days from the date of the incident/event to begin the formal grievance process by submitting a written statement to the chair of the School’s Student Affairs and Admissions Committee (SAAC). This written statement must outline the basis for the complaint and the student should attach any corresponding information needed for documentation. At a minimum, the documentation shall include:

1. The date and particulars of the incident/event in which the student feels aggrieved;
2. A summary of steps that have been taken to deal with the situation; and
3. The desired outcome(s) that is/are being sought.
For course grade appeals, the burden of proof rests with the student to demonstrate that the grading decision was made on the basis of any of the following conditions, as outlined in the Graduate School Bulletin.

- A grading decision was made on some basis other than performance and other than as a penalty for academic misconduct.
- The grading decision was based upon standards unreasonably different from those which were applied to other students in the same course and section.
- A grading decision was based on a substantial, unreasonable, or unannounced departure from previously articulated standards.

The student(s) making the grievance shall deliver the written statement to the chair of the Student Affairs and Admissions Committee and the date of its receipt must be recorded on the document and initialed by both the student and committee chair. That date becomes the starting point for the formal grievance process. Students and involved faculty are encouraged to act swiftly on submitting their documentation before the maximum timeframes detailed below. For course grade appeals, students may face delays in their ability to register or graduate on time if any part of the grievance process is delayed. The chair of the Student Affairs and Admissions Committee will notify the faculty member of the formal grievance within no more than 5 working days of its receipt. The faculty member will have no more than 10 working days to prepare a written response to the grievance and submit that statement to the committee chair. The faculty member and student are advised to first work with CSU’s Student Resolution Center. The Student Affairs and Admissions Committee can facilitate this process.

The Student Affairs and Admissions Committee will review the written appeal and response of the instructor(s). In no more than 10 working days after receiving the response from the faculty member, the committee may issue a written decision on the grievance or grade appeal based on the materials provided by the student(s) and instructor(s). If the Student Affairs and Admissions Committee does not find the written materials sufficient for decision making, the committee will appoint a grievance hearing committee composed of two (2) faculty members and two (2) students from within the department and one (1) faculty member from outside the department who shall serve as the chair. All five (5) members of the committee shall be voting members. The hearing committee members are to be jointly selected by the Student Affairs and Admissions Committee and the School’s Director. Anyone directly involved in the grievance or who has previously reviewed the situation with the student or faculty member will be disqualified from serving on the hearing committee.

The hearing committee shall hold hearings on the complaint in no more than 15 working days after its appointment. Either party may be accompanied to the hearing by a person of their choice who can support the student or faculty member’s position. In order to maintain confidentiality in the process, and yet to insure a thorough review of the grievance, it is the hearing committee’s responsibility to solicit input from persons named by each party. It is suggested, for the sake of clarity and due process, that the hearing committee utilize consultation from the Student Resolution Center during this process. Within 5 days of the conclusion of the hearing, the hearing committee will provide each affected party, the chair of the Student Affairs and Admissions Committee, and the School Director with a written statement of its decision regarding the merits of the complaint.
For course grade appeals, the hearing committee’s decision is the final decision of the University, in accordance with the Graduate School Bulletin.

For all other grievances, should either party disagree with the hearing committee’s decision, they may appeal to the School Director within no more than five working days of date of the committee’s report. The School Director will then review the case within no more than 10 working days and provide a written decision regarding the merits of the complaint. The School Director may agree with or overturn the hearing committee’s decision.

Should either party disagree with the School Director’s decision, s/he/they may appeal to the Dean of the College of Health and Human Sciences within no more than five working days of date of the School Director’s report. In that case, the Dean will review the matter within no more than 10 working days and produce a written decision regarding the merits of the complaint. The Dean may agree with or overturn the decision.

Should either party disagree with the Dean’s findings, s/he/they may appeal within no more than five working days by submitting all written documentation to the Provost/Academic Vice-President. The decision of the Provost/Academic Vice-President shall be final, in so far as the University’s grievance process permits.

Student Leadership and School Administration Participation

Master of Social Work Student Association (MSWSA)
The MSWSA is your student organization on campus. The mission of MSWSA is to bring together MSW students at CSU for the purpose of enhancing their educational experience, participating in community action projects, and promoting social interaction among colleagues in non-university settings. In existence since fall of 2003, MSWSA provides students with an additional resource to further their educational experience at CSU, as well as giving students opportunities to socialize outside of classes. There are opportunities to participate in one or more of organizational activities including:

- Educational Events: MSWSA organizes guest speakers for BSW students, incoming MSW students, and foundation year students to cover a variety of topics of interest to social workers.
- Community Action: Volunteer activities developed to have an impact in the CSU, Fort Collins or Colorado community.
- Social Events: MSW SA hosts events to provide an opportunity to get to know each other and remind one another that we need to take time for ourselves.

Student Representatives
MSWSA students may elect a MSWSA President (MSW Representative to School Council) and representatives to the following School of Social Work standing committees:

(a) School Council
(b) Curriculum Committee
(c) Program Outcomes Committee
(c) Student Affairs and Admissions Committee (SAAC)
Students are encouraged to participate in all non-executive session activities of these committees. MSW students are also encouraged to participate as active members of ad hoc committees as needed (i.e. faculty search committee). Representation on school committees provides an excellent opportunity for students to impact educational policy and stay informed about student issues. Students selected as representatives to these committees are responsible for disseminating the information to their fellow students. If the student body feels that information is not being conveyed from the various committees, they are encouraged to first discuss the perceived lack of information with their elected representatives to the committee(s) in question.

Hybrid MSW Program Student Advisory Council

The hybrid-student advisory council is designed to serve as a communication channel between distance students and program administration, as well as to bring together MSW students in CSU’s hybrid MSW program for the purpose of enhancing their educational experience, participating in community action projects, and promoting social interaction among colleagues in non-university settings. Students who are part of the advisory council for their MSW cohort have the opportunity to participate in leadership within their program as follows:

- **Student Leadership**: Provide feedback to the School of Social Work related to improving cohort and student experiences related to curriculum, program models, instructors, facility feedback, communication and more. The distance program liaison will coordinate a council meeting at least one time per semester.
- **Social Events**: Advisory council members lead event planning for cohort activities designed to strengthen and foster peer connection.

Student Representatives

Every hybrid cohort has the opportunity to have 3-5 students join the advisory council who will actively work with the Program Distance Liaison to gather and share feedback from their peers to the School of Social Work, who will support community connection by planning social activities during in-person weekends, and who may choose to facilitate volunteer opportunities for their peers. Representatives of the advisory council are also invited to attend School committee or council meetings where they can take information from the department back to their peers in their cohorts.

MSW students are also encouraged to participate as active members of ad hoc committees as needed (i.e. faculty search committee). Representation on school committees provides an excellent opportunity for students to impact educational policy and stay informed about student issues. Students selected as representatives to these committees are responsible for disseminating the information to their fellow students. If the student body feels that information is not being conveyed from the various committees, they are encouraged to first discuss the perceived lack of information with their elected representatives to the committee(s) in question.
Program and University Policies

Students should reference the Graduate and Professional Bulletin to review University policies and procedures that support the administration of the MSW program. Program specific policies as well as frequently referenced policies are provided in summary below:

MSW Program Attendance Policy

IN RESPONSE TO COVID-19, students should reference attendance and participation policies as outlined in course syllabi, for the 2020-2021 academic year.

The School of Social Work is responsible for certifying that you have received the basic instruction needed for beginning professional practice. The importance of attending class sessions is illustrated through examples from other professions. For example, would you want to be treated by a physician who skipped lectures on anatomy? Or, would you want to retain an attorney who didn’t show up for tort law classes? Would you want to go to an appointment with a therapist and find them absent again? The same logic applies to social work. A concept that is specific to effective social work practice as well as relevant to the topic of attendance is use of self, which is the ability to comport oneself in an appropriate manner, including active participation, an established pattern of punctuality, and demonstrating professional responsibility and commitment to your learning. Although the instructor does appreciate your advanced notice of anticipated absence, this action merely exhibits responsible behavior on the part of the student and does not constitute an excused absence. Furthermore, course content is designed to build on each class session and missing even one class can potentially create gaps in your learning and knowledge base. While there are many reasons why students miss class (some are great, others trivial) the nature of your reason for missing class is not the issue. What does matter is that when you are absent the instructor cannot certify that you have mastered the content for the missed class.

Therefore, we highly recommend that you make every effort to attend each and every class and have developed the following attendance policy for the School of Social Work accordingly. No student may miss 20% or more of any course for unexcused absences. Excused absences include a. Intercollegiate athletics; b. Collegiate club sports and competitions; c. Conferences and workshops recognized by the University not related to academics; d. Commitments on behalf of the University (ASCSU, band, etc.); e. Professional activities recognized by the University related to academic; f. medically verified (documented) absence. Trainings, work activities, or other events related to field practicum are not considered excused absences. Students who miss 20% or more of class time will receive a grade of “F” in the course unless they choose to ‘withdraw’ by the semester deadline (see university calendar).

Nondiscrimination policy

Colorado State University does not discriminate on the basis of race, age, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, or gender identity or expression. The University complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, Americans with
Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services.

Any student or University employee who encounters acts of discrimination because of age, race, religion, color, gender, sexual orientation, national origin, veteran status, or disability either on or off campus is urged to report such incident to the Office of Equal Opportunity of Colorado State University, located in 101 Student Services. Any person who wishes to discuss a possible discriminatory act without filling out a complaint form is welcome to do so.

Any of the above discriminatory acts can also be the subject of complaints to the Department of Education, Office for Civil Rights, as well as to the Office of Federal Contract Compliance Programs, Equal Employment Opportunity Commission, and the Colorado Civil Rights Division; information on filing complaints with any of these agencies is available in the Office of Equal Opportunity and Diversity.

Sexual Harassment Policy
As stated in Section 1.2.2, Sexual Harassment Policy, of The Graduate and Professional Bulletin, Colorado State University does not tolerate sexual harassment among students, employees, or other members of its community. Sexual harassment is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972. Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature appear in any of the following contexts: (1) submission by an individual is made either an explicit or implicit term or condition of academic standing or of employment; (2) submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with a person’s academic performance or work, or creating an intimidating, hostile, or offensive academic or work environment.

Generally, a single sexual joke, offensive epithet, or request for a date does not constitute sexual harassment; however, being subjected to such jokes, epithets, or requests repeatedly may constitute hostile environment sexual harassment. In determining whether the alleged sexual harassing conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

In cases of alleged sexual harassment, the protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a sexual or hostile nature that occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited sexual harassment if it meets the
definition of sexual harassment and (1) is reasonably regarded as nonprofessional speech, or (2) lacks
accepted pedagogical purpose or is not germane to the academic subject matter.

The University can respond to sexual harassment only if it is aware of its existence. Any member of the
University community who believes that they have experienced sexual harassment or reprisal shall
contact the Office of Equal Opportunity and Diversity to request advice and information about possible
ways to proceed, including use of the University formal complaint procedures. Such discussion will be
kept confidential to the full extent permitted by law. Similarly, any member of the University community
who believes that they observed an incident of sexual harassment in the University learning and working
environment or who receives report of alleged sexual harassment from an employee or student should
seek assistance from the Office of Equal Opportunity and Diversity.

Full details of the Colorado State Sexual Harassment Policy, including what is involved in bringing a
complaint and the procedures for informal and formal resolution are available from the Office of Equal
Opportunity and Diversity, or online at the Colorado State website on the A-Z list under “Sexual
Harassment Policy”.

Children on Campus
The School of Social Work limits children attending classes with parents/caretakers for the protection
and well-being of minors. If a circumstance occurs that necessitates a child being present in class, this
must be coordinated with and approved by the class Instructor prior to class. Please see CSU’s policy on
Protection of Minors for further information: http://policylibrary.colostate.edu/policy.aspx?id=734

Dogs on Campus
The School of Social Work upholds CSU’s policy regarding service dogs and emotional support animals:
http://policylibrary.colostate.edu/policy.aspx?id=747. As such, only certified service dogs supporting a
student regarding a specific disability are permitted in classrooms. Documentation regarding service
dog certification and/or confirmation from campus entities regarding the service animal should be
provided to course instructors. Please note: Emotional support animals are not permitted in campus
buildings.

Student Records
The School of Social Work upholds CSU’s policy regarding the Family Educational Rights and Privacy Act
(FERPA). Please reference the full policy for information on accessing or requesting student records.

Financial Information

Students are encouraged to meet with a representative from the Office of Financial Aid to fiscally plan
for graduate school.
Tuition and Fees
Tuition is assessed at the graduate rates for CSU, which are set per academic year and available online at https://financialaid.colostate.edu/base-tuition/

In addition to base tuition, the School utilizes differential tuition to support program costs. Differential tuition is currently $115 per credit. The differential tuition cost is subject to change and is anticipated to increase beginning the fall 2020 academic year.

Scholarships
There are several scholarships that are offered through the College of Health and Human Sciences. The number and amount of awards varies yearly. For the most up-to-date information on available opportunities, please visit the College’s scholarship website here. Most scholarship applications are due on March 1st every year.

Grants and Loans
CSU offers a variety of financial assistance programs (grants and loans) for deserving and needy students. Awards recognize scholastic achievement and encourage educational growth through financial support of students with financial need. CSU also participates in several Federal Loan Programs. Detailed information on all financial aid programs is available upon request from Student Financial Services and on the Student Financial Services web site here.

Graduate Assistants
Each year, graduate assistantships (GA) may be available to full-time graduate students. GA’s might take the form of Graduate Teaching or Graduate Research Assistantships. The GA is typically responsible for working 10-20 hours per week throughout the semester. The GA receives compensation for this work based on a formula provided by the University. Depending on the nature of the GA, tuition may or may not be reimbursed at the in-state tuition rate.

Roles of a Graduation Research Assistant might include but not limited to: literature reviews, data entry, data cleaning, data transcribing, conducting interviews, facilitating focus group discussions, preliminary data analysis, clerical duties and proof reading.

Announcements will be made via email to all graduate students as Graduate Teaching Assistantships and Graduate Research Assistantships become available.

Student Support and Wellness Resources
Faculty
Students may see faculty during regularly scheduled office hours that are identified in course syllabi. Outside of these hours, students may request to make appointments in advance to meet with faculty.

On-Campus Resources and Advocacy Groups
Colorado State University offers a wealth of resources and services that can assist social work students academically, financially and socially as they meet the challenges of graduate school along with those presented in their personal lives. We strongly encourage students to take advantage of the resources and advocacy groups on campus that may help facilitate a positive learning and growth experience while at Colorado State.

Resources on the CSU Campus
- Academic Advancement Center
- Associated Students of CSU (ASCSU)
- Campus Writing Center
- Career Center
- Collaborative for Student Achievement
- Counseling Services
- CoViD-19 Recovery
- Graduate Center for Diversity and Access
- CSU Health Network
- International Programs
- Maps, Campus
- CSU Libraries
- Off-Campus Life
- Office of Financial Aid
- Student Leadership, Involvement and Community Engagement
- Student Organizations

Diversity and Advocacy Resources on the CSU Campus
- Asian/Pacific American Cultural Center
- Black/African American Cultural Center
- El Centro
- Pride Resource Center
- Native American Cultural Center
- Office of Equal Opportunity and Diversity Student Involvement
- Student Disability Center
- Society for Advancement of Chicanos and Native Americans in Science
- Center for Women’s Studies and Gender Research
Professional Development Opportunities

NASW Membership

NASW is a professional association for social workers that establishes standards for practice, monitors practice trends, drafts legislation, lobbies the legislature, and disseminates information on state regulations, personnel practices, salaries, and jobs. Membership in NASW also allows social workers to join the Academy of Certified Social Workers, a certification program. Student membership is open to any student currently enrolled in a CSWE-accredited program. CSU social work students are encouraged to join the professional organization, the National Association of Social Workers. The NASW National Office may be reached at 1-800-638-8799. The Colorado Chapter of NASW may be reached toll free at 1-888-595-6279. Student rates are $40.00 per year and include the following benefits:

- A subscription to *Social Work: The Journal of the NASW*;
- A subscription to NASW News – reporting on issues of interest from NASW, state chapter of NASW, and on national and state political concern;
- Eligibility to purchase professional liability, health, life, and other types of insurance for Social Workers;
- Conferences at the state, regional, and national levels;
- Opportunities for participation on committees designed to further the goals of the social work professional; and
- State newsletters notifying members of local news and workshops of interest to Social Workers.

**NASW, Colorado Chapter**

2345 S Federal Boulevard, Suite 200, Denver, Colorado 80219
phone: 303-753-8890; fax: 303-753-8891
e-mail membership@socialworkers.org

Phi Alpha Honor Social Work Honor Society Theta Pi Chapter, Colorado State University

Phi Alpha Honor Society is eager to promote a closer bond among students of social work and to enter into more intimate fellowship with those dedicated to the promotion of humanitarian social work goals and ideals by a professional group for which quality educational preparation is deemed imperative, students and faculty involved in social work education at Colorado State University resolve to sponsor a local chapter of the Phi Alpha Honor Society, a national social work honor society. In so doing, the students and faculty at Colorado State University hereby seek to foster high standards of educational achievement for social work students and invite into membership those students and faculty who have attained excellence of scholarship and distinction of achievement as students and educators of social work.

**Graduate Membership in Phi Alpha**

A graduate student is eligible for active membership after achieving the following minimum requirements:
• officially recognized as a graduate social work student
• completed 15 credit hours in the Master’s program
• achieved an overall grade point average of 3.75
• submitted a completed application for membership to the Executive Council

Each semester, students may complete the application form and submit to the President of Phi Alpha or the Faculty Advisor. The Phi Alpha Faculty Sponsor is Dr. Paula Yuma. She can be reached at paula.yuma@colostate.edu.
Appendix A. Procedures for Student Development and Accountability

All students sign the Academic Standards Acknowledgement Form by the third week in their Social Work program.

Scholastic or professional performance concerns are identified by faculty.

Low level concern:
- Concerns are addressed informally by faculty, or a collaborative discussion between faculty, student, and the academic advisor or program director.
  - All professional performance concerns are remedied and student proceeds towards graduation.
  - Faculty, program director, and student complete an individualized Professional Performance Improvement Plan.

High level concern:
- Professional performance concerns persist; Faculty, program director, and student complete a Professional Performance Assessment.
  - Student may optionally be placed on Departmental Probation.

Student upholds scholastic and professional performance standards:
- Graduation!

Student fails to adequately address scholastic or professional performance concerns, and a recommendation for dismissal from the program is made by the School Director:
- Student fails to adequately address scholastic or professional performance concerns, and a recommendation for dismissal from the program is made by the School Director.
Appendix B. Academic Standards Acknowledgement Form
Step 1 in Student Development and Accountability Procedures

This will be included in your student file. Please retain a copy for your own records.

By signing on the line below, I understand that:

- The curriculum in Social Work at Colorado State University provides preparation for me to become a member of an established profession with a set of core values, principles, and ethical requirements that I agree to uphold.
- Courses in the curriculum include activities and learning experiences that are designed to promote growth of my interpersonal skills, ethical conduct and professional behavior, all of which are critical to my success as a social worker.
- Along with my academic and field faculty, I am responsible for regularly reflecting on and evaluating my ethical and professional behavior to help me meet the standards of the profession.
- I am responsible for working toward positive personal and professional growth for myself and others.

By signing on the line below, I further verify that:

- I understand and agree to uphold expectations, policies and guidelines in the Social Work Student Handbook, including those pertaining to (a) academic integrity at Colorado State and in the School of Social Work; (b) the NASW’s code of ethics; (c) professional behavior; and (d) fieldwork.
- I understand that although I am admitted to the School of Social Work, if my professional or ethical behavioral development is not deemed satisfactory by the social work faculty and/or field instructors, the School has the right and responsibility to request reassessment of my suitability for the social work program.

Name (Printed and Signed)  Date
Appendix C. Transfer Policy for Students Requesting to Transfer in to CSU’s MSW Program from a Different Institution’s MSW Program

The following criteria and processes are established for admitting transfer students into a CSU MSW program. Absent extraordinary circumstances, this policy covers regular and advanced standing transfer admissions into both the campus and distance education CSU MSW programs. The Student Affairs and Admissions Committee (SAAC) is the usual venue for processing all such requests. Contingent upon the approval of the Graduate School, the determination of SAAC regarding transfer admissions is final. The chair of the Curriculum Committee, or her/his designee, is tasked with determining the corresponding equivalencies of successfully completed non-CSU MSW courses with CSU MSW courses.

CRITERIA

a) All transfer admissions are contingent upon the availability of an enrollment opening in the corresponding CSU MSW student cohort.

b) All transfer admissions are contingent upon the approval of the Graduate School. Course credits transferred are also reviewed and approved based on Graduate School Policies, and specific social work course transfer credit is not guaranteed.

c) Transfer applicants must apply for a specific CSU MSW program (campus, distance education location) and, if successfully admitted, the admission applies only to that program. (A separate policy has been established for processing requests for transfer between CSU MSW programs.)

d) The MSW program from which the student is requesting transfer must be a program accredited by CSWE, or accepted into candidacy by CSWE, at the time of the student’s enrollment in that program.

e) Transfer applications will be accepted from students currently in good standing (academically and professionally) with their non-CSU MSW program. If an applicant is/was not in good standing, that applicant can be afforded the opportunity to directly address the relevant issue(s) in writing and provide evidence arguing for special circumstances.

f) If a transfer applicant is not currently enrolled in a non-CSU MSW program at the time of her/his application for transfer, s/he must have left their program in good standing (academically and professionally) no longer than 7 years from the time they would be admitted into a CSU MSW program.

g) Transfer applicants should have earned an undergraduate GPA of 3.0 or better and must be carrying a graduate GPA of 3.0 or better.

h) SAAC will utilize, in part, the MSW Applicant Rating Form in evaluating the applicants for transfer. TIMELINE
Transfer applications must be complete by May 1 for fall semester start and October 1 for spring semester start. Transfer applicants must submit a complete application to the CSU Graduate School (see: CSU Graduate School website). **At the time of application to the graduate school**, transfer applicants must submit the following additional materials to the Graduate Coordinator in the School of Social Work:

1. A letter submitted to the School of Social Work and addressed to SAAC specifically stating:
   a. the reason(s) for requesting a transfer;
   b. the specific CSU MSW program into which the applicant is seeking admission; and
   c. the date the applicant anticipates starting the CSU program.
2. Letters of reference from two (2) professors in the non-CSU MSW program who know the applicant's work and character, submitted as part of the Graduate School application.

**Transfer applicants must submit the following at least 3 months prior to the start date of classes:**

1. Syllabi of all courses the applicant is seeking to transfer into the CSU MSW program.
2. Copies of the final evaluation of all field internships undertaken – for advanced standing admission - both the BSW final field evaluation, plus evaluations for all field internships taken in the applicant’s MSW program: for regular admission – evaluations for all field internships taken in the applicant’s MSW program.
Appendix D. Professional Performance Assessment

Step 3 in Student Development & Accountability Procedures

The following process outline is provided as a guide to faculty members and the student for documenting assessments. It is to be maintained by the program director with copies to the student and a copy for the student’s confidential file.

<table>
<thead>
<tr>
<th>No concern Concern</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9</td>
<td></td>
</tr>
</tbody>
</table>

Acceptance of responsibility

*Example:*

1 2 3 4 5 6 7 8 9

Commitment to learning

*Example:*

1 2 3 4 5 6 7 8 9

Communication style

*Example:*

1 2 3 4 5 6 7 8 9

Interaction with others

*Example*

1 2 3 4 5 6 7 8 9

Participation in the supervisory process

*Example:*

1 2 3 4 5 6 7 8 9

Time management and organization

*Example:*

1 2 3 4 5 6 7 8 9
PROFESSIONAL PERFORMANCE ASSESSMENT

During meetings with the appropriate faculty members, program directors and the student, please address the following:

1. What areas are current strengths?

2. What is of most concern? Identify the following areas of concern, per the School’s Academic Standards, and elaborate as appropriate:

3. Do the identified areas of concern warrant an individualized professional performance improvement plan? If yes, proceed to the Professional Performance Improvement Plan.

__________________________  ________________________
Signature                                    Date

__________________________  ________________________
Signature                                    Date

__________________________  ________________________
Signature                                    Date
Appendix E. Professional Performance Improvement Plan
Step 3 in Student Development & Accountability Procedures

The following process outline is provided as a guide to faculty members and the student for documenting the improvement plan and outcomes. It is to be maintained by the program director with copies to the student and a copy for the student’s confidential file.

PROFESSIONAL PERFORMANCE IMPROVEMENT PLAN

1. Based on identified areas of concern in the Professional Performance Assessment, what outcomes need to be achieved?
   a. What are the targeted student behaviors (observable, positive, sustained) that will be observed/documented by faculty members or fieldwork supervisors?
   b. What other evidence indicators will be present that can document sustained change and improvement (e.g. reports from fieldwork, work samples, attendance records)?

2. What steps are needed to achieve targeted outcomes?
   a. The social work student will.... The social work faculty (identify) or field instructor will...

3. What is our timeline?
   a. For progress towards stated outcomes (specific dates)? For review of evidence indicators that document sustained change and improvement (specific dates)?

4. What are the consequences for failing to achieve or make adequate progress towards outcomes by the specified dates?

Add dated signatures from all team members (student, program director, other faculty members, fieldwork instructors)

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Re-evaluation:

At the end of the established timeline, the social work student has...

- Not improved
- Partially improved
- Fully addressed all concerns

Recommended Next Steps:

- Success!- no further action needed.
- Continue current professional performance improvement plan and extend timeline
- Revise plan (triggers a delay of all fieldwork and implementation of Departmental Probation which must be resolved within one semester or student will face dismissal).
- Develop new plan for a new area of concern (triggers a delay of all fieldwork and implementation of Departmental Probation which must be resolved within one semester or student will face dismissal).
- Insufficient progress, recommendation of dismissal from the program.

Signatures and dates from student, program director, and faculty, as relevant:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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<td></td>
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</table>

<table>
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<tr>
<th>Signature</th>
<th>Date</th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix F. Financial Considerations

<table>
<thead>
<tr>
<th></th>
<th>On Campus Tuition</th>
<th>Online Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Tuition per credit (with fees)</strong></td>
<td>$820.79</td>
<td>$689.00</td>
</tr>
<tr>
<td><strong>Cost for 3 credit course on campus</strong></td>
<td>$2,376.09</td>
<td>$2,067.00</td>
</tr>
<tr>
<td><strong>Cost for 15 credits all on campus</strong></td>
<td>$8,241.2</td>
<td>$9,285</td>
</tr>
<tr>
<td><strong>Cost for 15 credits with one online elective</strong></td>
<td>$10,245.95</td>
<td></td>
</tr>
<tr>
<td><strong>Part time student cost breakdown</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost for 9 credits on campus</strong></td>
<td>$7,426.7</td>
<td>$6,021</td>
</tr>
<tr>
<td><strong>9 credits with one online elective</strong></td>
<td>$7,678.05</td>
<td></td>
</tr>
</tbody>
</table>

* On campus rates based on fall 2020 tuition and is subject to change.
** Online tuition rates based on CSU Online tuition for fall 2020. May be subject to change in fall 2021.
# MSW Advising Checklist

## Two Year Full Time Program

### Appendix G. Program Checklists

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>CSUID:</th>
<th>Email:</th>
</tr>
</thead>
</table>

## MSW Degree: Year One

### Fall 1: Foundation Year Required Courses

<table>
<thead>
<tr>
<th>Complete</th>
<th>Course Number</th>
<th>Credits</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOWK 500</td>
<td>3</td>
<td>Principles and Philosophy of Social Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 511</td>
<td>3</td>
<td>Small Systems: Practice Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 515</td>
<td>3</td>
<td>Theoretical Foundations for Social Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 630</td>
<td>3</td>
<td>Anti-Oppressive Social Work Practice</td>
<td></td>
</tr>
</tbody>
</table>

Strongly Advised: choose one 3-credit elective course (9 total general elective credits are required to graduate)*

Total Credits: *(fill in total number of credits, including electives)*

### Spring 1: Foundation Year Required Courses

<table>
<thead>
<tr>
<th>Complete</th>
<th>Course Number</th>
<th>Credits</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
</table>

Take the following:

- SOWK 520 3 Social Welfare Policy and Advocacy
- SOWK 588 6 Field Education
- SOWK 593 1 Integrative Field Seminar

Strongly Suggested: choose one 3-credit elective course (9 total general elective credits are required to graduate)*

Total Credits: *(fill in total number of credits, including electives)*

### Summer: Optional

<table>
<thead>
<tr>
<th>Complete</th>
<th>Course Number</th>
<th>Credits</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
</table>

Strongly Suggested: choose one or two 3-credit elective courses (9 total general elective credits are required to graduate)*

Total Credits: *(fill in total number of credits, including electives)*

## MSW Degree: Year Two

### Fall 2: Concentration Year Required Courses

<table>
<thead>
<tr>
<th>Complete</th>
<th>Course Number</th>
<th>Credits</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOWK 600</td>
<td>3</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 630</td>
<td>3</td>
<td>Advanced Practice: Individuals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 633</td>
<td>3</td>
<td>Advanced Policy Analysis, Advocacy, &amp; Contemporary Issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 638</td>
<td>7</td>
<td>Field Education</td>
<td></td>
</tr>
</tbody>
</table>

Optional: choose one 3-credit elective course (5 total general elective credits are required to graduate)*

Total Credits: *(fill in total number of credits, including electives)*
Spring 2: Concentration Year Required Courses

<table>
<thead>
<tr>
<th>Complete</th>
<th>Course Number</th>
<th>Credits</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOWK 631</td>
<td>3</td>
<td>Advanced Practice: Communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 634</td>
<td>3</td>
<td>Advanced Practice: Families and Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 688</td>
<td>8</td>
<td>Field Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 698</td>
<td>3</td>
<td>Advanced Research and Social Work Capstone</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** (fill in total number of credits, including electives)

---

**Important Notes on Electives Credits:**

It is your responsibility to ensure you take 9 elective credits in order to graduate. Please use the below information and resources to guide you in deciding how and when to fulfill this requirement.

- Completion of the 9 elective credits is at your discretion for how and when you want to do this.
- Although not required, it is strongly advised that you consider completing your elective credit courses during the fall, spring, and summer of your foundation year, as your curricular load increases in the concentration year.
- Please refer to "M.S.W. Electives" page on CSU's SSW website for process and requirements on elective credits which can be found here: [MSW Electives](#).
- Refer to "Elective Options" menu on above website for elective options that have been approved
- Refer to "Elective Options" menu on above website for information on Certificate Programs
- Refer to "Elective Approval Protocol" tab on above website on how to request approval for any other electives

**Notes on Graduation Procedures:**

- The GS6 Program of Study Form will be due before you can register for your fourth semester. Please look for email instructions on this to come soon after the beginning of your second fall semester.
- The GS25 Application for Graduation Form will be due in the beginning of your final semester. This must be submitted on time and correctly in order for you to graduate. Please look for email instructions on this to come before the beginning of your final Spring semester.
- The GS24 Report of Final Examination Results is due immediately after your defense, which occurs toward the end of your final semester. Please look for email instructions on this to come in the middle of your final Spring semester.
# MSW Advising Checklist One Year

## Advanced Standing Program

**Student Name:**

**CSU ID:**

**Email:**

## MSW Degree: Three Semesters

### Summer Semester

<table>
<thead>
<tr>
<th>Complete</th>
<th>Course Number</th>
<th>Credits</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOWK 530</td>
<td>3</td>
<td>Anti-Oppressive Social Work Practice</td>
<td></td>
</tr>
</tbody>
</table>

Required: choose one 3-credit elective course (1 total general elective credits are required to graduate)*

Total Credits: (fill in total number of credits, including electives)

### Fall Semester

<table>
<thead>
<tr>
<th>Complete</th>
<th>Course Number</th>
<th>Credits</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOWK 600</td>
<td>3</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 630</td>
<td>3</td>
<td>Advanced Practice: Individuals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 633</td>
<td>3</td>
<td>Advanced Policy Analysis, Advocacy, &amp; Contemporary Issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 688</td>
<td>3</td>
<td>Field Education</td>
<td></td>
</tr>
</tbody>
</table>

Optional: choose one 3-credit elective course (if completing a certificate program)*

Total Credits: (fill in total number of credits, including electives)

### Spring Semester

<table>
<thead>
<tr>
<th>Complete</th>
<th>Course Number</th>
<th>Credits</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOWK 631</td>
<td>3</td>
<td>Advanced Practice: Communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 634</td>
<td>3</td>
<td>Advanced Practice: Families and Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 688</td>
<td>3</td>
<td>Field Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 696</td>
<td>3</td>
<td>Advanced Research and Social Work Capstone</td>
<td></td>
</tr>
</tbody>
</table>

Optional: choose one 3-credit elective course (if completing a certificate program)*

Total Credits: (fill in total number of credits, including electives)

**Total Credits Required for Graduation:** 39

*Notes on Electives Credits:
It is your responsibility to ensure you take 3 elective credits in order to graduate. Please use the below information and resources to guide you in deciding how to fulfill this requirement.

- Please refer to "M.S.W. Electives" page on CSU's SSW website for process and requirements or elective credits which can be found here: [MSW Electives](#)
- Refer to "Elective Options" menu on above website for elective options that have been approved
- Refer to "Elective Options" menu on above website for information on Certificate Programs
- Refer to "Elective Approval Protocol" tab on above website on how to request approval for any other electives
- If you are taking additional elective credits during the Fall and Spring semesters, please be aware that taking 19-20 credits per semester is an extremely intense workload.
- If you are interested in earning a Graduate Certificate, please be aware that this does not have to be completed while enrolled in your MSW program. You also have the option to complete the certificate courses after graduation. If you would like to do this, you still must fulfill the 3 elective credit requirement prior to graduating.

**Notes on Graduation Procedures:**

- The GS6 Program of Study Form will be due before the end of your second semester. Please look for email instructions on this to come towards the middle of your fall semester.
- The GS25 Application for Graduation Form will be due in the beginning of your final semester. This must be submitted on time and correctly in order for you to graduate. Please look for email instructions on this to come before the beginning of your Spring semester.
- The GS24 Report of Final Examination Results is due immediately after your defense, which occurs toward the end of your final semester.