

Master of Social Work Program
Student Handbook



Department of Social Work
College of Health Sciences & Human Services

www.csumb.edu/socialwork

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<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> 56

Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards,
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I. DEPARTMENT OF SOCIAL WORK MISSION, GOALS, AND CORE COMPETENCIES

Department of Social Work Mission

The mission of the Department of Social Work at California State University Monterey Bay (CSUMB) is to:

Prepare advanced social work practitioners to meet the needs of multicultural, multilingual, and diverse populations; to be ethical leaders in community-based practice; and to advocate for social and economic justice. The MSW program also maintains a special focus on the community issues of the California Central Coast region.

The key components of the mission are in concert with the [university founding vision statement](#) and [mission & strategic plan](#) as well as the [CSU mission](#). Furthermore, the Department of Social Work will help expand the missions of CSUMB and the CSU to reach out to the historically underserved student populations.

Department Goals & Vision

To carry out the Department of Social Work mission, five program goals are further developed to lay out the expected competency areas in clinical and cultural expertise, ethical leadership, critical thinking, conflict resolution, interdisciplinary collaboration, inclusive community process, and use of technology to provide culturally competent services, program planning, and policy development.

1. Prepare clinically and culturally responsive social work practitioners to provide human services for the diverse populations;
2. Prepare social work practitioners to engage in scientific inquiry, critical thinking, and use of information technology to inform evidence-based practice;
3. Prepare advanced practitioners with social work values and ethics, conflict resolution, and ethical leadership;
4. Enhance collaboration and inclusive community process with community stakeholders and the service delivery systems; and
5. Advocate for social and economic justice by addressing policies that create socio-economic disparity, oppression, and discrimination.

Graduates of the MSW program should hold the skills commitment stated above to provide culturally responsive and advanced practice to the underserved and unserved populations in the Central Coast area. By doing so, they help deliver the mission of the Department of Social Work to the community and the social work profession.

The CSUMB Department of Social Work has become the premier center for multicultural, multilingual social work education in service to and partnership with Central California Coast communities and peoples.

MSW Core Competencies

The mission of the Department of Social Work is to prepare students to become competent social work professionals to work with diverse populations and address community needs. To reach this mission, the department follows the nine core competencies inspired by the Council on Social Work Education (CSWE) within the curriculum and assessment plan.

The foundation curriculum introduces students to the generalist social work content and prepares them with a foundation of knowledge and skills needed for social work practice to advanced practice knowledge and skills in a specific area such as children and youth. At the advanced generalist level, students should demonstrate their abilities to apply what they learned from the foundation curriculum (generalist practice) and be able to apply practice, knowledge, and skills specific to their area of concentration.

Core Competency 1: Demonstrate Ethical and Professional Behavior

Operational definition: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Core Competency 2: Engage Diversity and Difference in Practice

Operational definition: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination

and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Core Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Operational definition: Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Core Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Operational definition: Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Core Competency 5: Engage in Policy Practice

Operational definition: Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

Operational definition: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the

importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Operational Definition: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

Operational Definition: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

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

Operational definition: Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse

individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

EPAS 2022

CSWE changes their Educational Policy and Accreditation Standards every 7 years. Below are the new standards beginning this academic year (2022). The program will begin its transition to adapt its curriculum and preparing the reaffirmation self-study utilizing these changes.

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
2. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

3. use technology ethically and appropriately to facilitate practice outcomes; and
4. use supervision and consultation to guide professional judgment and behavior.

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

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

Social workers:

1. advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

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

Social workers:

1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

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

Social workers:

1. apply research findings to inform and improve practice, policy, and programs; and
2. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

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

Social workers:

1. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

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

Social workers:

1. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

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

Social workers:

1. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

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

Social workers:

1. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
2. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

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

Social workers:

1. select and use culturally responsive methods for evaluation of outcomes; and
2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

MSW CURRICULUM

MSW Program Overview

The California Central Coast area has been historically underserved in both social work education and human services. In the CSU system, there are 18 accredited MSW programs. Prior to the founding of the MSW Program at CSUMB, none of them existed in the Central Coast area. College graduates had to leave the Central Coast region if they planned to pursue an MSW degree. Local college graduates who leave for educational advancement seldom return to this region for career development. Local employers faced a chronic shortage of professionally trained social workers due to recruitment and retention difficulties, turnover, expansion of service, and retirement.

The purpose of the CSUMB MSW program is to fulfill the local needs that have been historically neglected. It aims to prepare future generations of MSW-level social workers to serve the needs of local residents and communities of California's Central Coast. The scope of the program focuses on the local issues with connections to world affairs that have an impact on the Central Coast area. The MSW program is devoted to provide quality graduate education, build alliances with social work employers, and maintain strong relationships with the local communities of diverse cultural, ethnic, linguistic, and economic structures.

The uniqueness of the MSW program is characterized by the following core elements:

- Appreciation of diversity and multicultural experience with an emphasis on the underserved and unserved Latino/a immigrant populations of the Central Coast region;
- Development of essential clinical skills to effectively engage, assess, diagnose, and treat diverse, marginalized populations;
- a collaborative practice model across both public and private health, social services, and public safety sectors;
- Promotion of ethical leadership skills;
- Provision of local field placement and work-study opportunities that facilitate skill development in a wide range of settings;
- The use of technology to manage information and support effective service delivery, program planning, and policy development; and

- Strong partnerships with community agencies, incorporating input for continuous program improvement.

Specialization and Practice Behaviors

MSW students will develop competencies in foundation social work knowledge and skills and clinical practice constant with the mission of our program. CSUMB's MSW program currently has a single specialization advanced generalist practice utilizing a cross-cultural perspective to meet the needs of the region and the social work profession. Advanced year courses build upon the content of the foundation-year Generalist Practice curriculum. Students may also choose at least four elective courses to complement their specialization learning and to deepen their practice competence.

The Three-year Pathway

The three-year MSW program is designed for professionals already working in the public and private, nonprofit sectors, and for recent bachelor's degree holders with related professional experience. It offers a three-year curriculum with late afternoon, evening and hybrid classes suitable for people working during the day. There are approximately three (3) classes per semester. Summer courses between the second and third year may be offered depending on faculty availability. Field education requires a total of 960 hours, approximately 240 hours per semester (beginning in the second year of the program). The course pathway is listed on the following website <https://csumb.edu/socialwork/program-pathways>

The Two-year Pathway

The two year MSW program also requires 60 units and 960 hours in field education. With an identical curriculum requirement, two year students typically enroll in five (5) courses per semester over four semesters. Courses are offered both in the afternoons and evenings. The course pathway is listed on the following website <https://csumb.edu/socialwork/program-pathways>

II. MSW FIELD EDUCATION

Field instruction in the MSW Program is fully integrated with the academic curriculum and provides students with opportunities to apply social work knowledge and skills in agency settings. Field education is the “signature pedagogy” of MSW education. The field practicum sequence facilitates generalist and advanced practice competencies through the integration of classroom and field experience. The MSW coursework supports the integration of theory and practice at both the generalist and advanced generalist levels.

For three year students, field education begins in the second year after first-year courses have been completed and concludes in the third and final year of the program. For two year students, field education begins in the first (foundation) year of the program. The generalist experience is defined to include both direct and indirect services. Theories, methods, practice components, field experience, and field seminars form the core of field education.

Field Practicum I & II (SW 596 & SW 598) center on building a generalist foundation for practice through experience with individuals, families, groups, organizations, and communities and are taken concurrently with SW 520 and SW 530 respectively.

SW 596 is the first course in the generalist practice sequence and emphasizes the development of professional identity and conduct, professional values and ethics, and the skills of client engagement, resource referral, collaboration, and communication. *Co-requisite: SW 520*

SW 598 is the second course in the generalist practice sequence and provides additional depth of learning as students continue the internship established in SW 596 and build on the skills of generalist practice including client engagement, collaboration, and professional communication skills. SW 598 emphasizes cultural competence, advocacy, and practice evaluation skills with individuals, families, and groups. *Co-requisite: SW 530*

The Advanced Practice field practicum focuses on the development of advanced knowledge and skills needed for specialized areas of practice. Advanced Field Practicum I & II (SW 696 & SW 698) introduce students to specialized social work practice with selected populations and are taken concurrently with SW 620 and SW 630.

SW 696 is the first course of the Advanced Field sequence and will facilitate the integration of cross-cultural knowledge and skills in a specialized area of practice through more advanced and complex learning opportunities in the field. The course will emphasize prevention and intervention strategies to enhance client capacities as well as to advance skills in crisis intervention. *Co-requisite: SW 620*

SW 698 is the second course of the Advanced Field sequence and will facilitate the integration of cross-cultural knowledge and practice in a specialized area through more advanced and complex learning opportunities. The seminar will emphasize continued skill building in intervention and intervention strategies to enhance client capacities as well as to advance skills in crisis intervention. *Co-requisite: SW 630*

Over the course of a two-year period (four-semester sequence), field education is expected to provide social work practice experience with at-risk populations in the neighboring counties including:

- Direct practice interventions with individuals, families, and small groups with a special emphasis on the underserved and unserved populations of the region;
- Indirect practice interventions focusing on community, organizational, or institutional change;
- Exposure to a range of theoretical models and practice approaches;

- Focus on developing clinical expertise in engagement, assessment, diagnosis, planning and treatment, and intervention in a specialized area of practice; and
- Conducting evidence-based practice and practice-informed research.

All of the above are to be presented and practiced within an environment of appropriate professional values and ethics with sensitivity and integration of effective multicultural practices in response to the range of diversity in the region.

Field instruction takes place in selected and approved agencies and organizations located throughout the tri-county area including both the public and nonprofit sectors. Field placement sites are approved on the basis of the quality and stability of professional practice, commitment to addressing social issues and to professional social work education, and ability to support the MSW curriculum and the learning process for MSW students.

Agency Field Instructors who are employed or contracted by the agency and who are approved by the MSW Program are the supervisor of record for the student. Field Instructors must have an MSW degree with a minimum of two years post-MSW work experience. Field Instructors work with MSW students and MSW Faculty Field Liaisons to assign tasks and activities that help students meet the core competencies of field education. Students also have an assigned Faculty Field Liaison who is responsible for the field seminar instruction and monitoring student progress in the field.

The Field Learning Agreement (FLA) specifies the tasks, assignments and reports that allow students to apply theories, frameworks, values, skills in field. It is completed in each fall semester of the field sequence and modified as needed in the Spring. The FLA also incorporates the core competencies of the MSW program. In addition, the Field Manual includes the major administrative policies and procedures of the MSW program regarding field education.

Integration with Academic Courses

Field instruction provides the opportunity for the student to engage in selected and organized activities, with or on behalf of clients, and apply the social work skills, knowledge, and values learned in the classroom. The knowledge includes social welfare policies and programs, the dynamics of cross-cultural human behavior across the life span, social work research methods, and a broad range of social work practice theories.

Integration of fieldwork and coursework is a process of exchange and dialogue among the student, the agency Field Instructor, and the MSW Faculty Field Liaison (field seminar instructors). Students are expected to share relevant course information with the Field Instructor. In addition, all MSW students are required to attend and participate in monthly field seminars (SW 596, SW 598, SW 696, & SW 698) designed to support and integrate the students' field-based learning. Seminar activities include class discussion and case

presentations that always apply the NASW Code of Ethics. Students must receive a grade of Credit for each field course before progressing to the next level in the field sequence.

In keeping with the MSW program's mission, students are placed in public and nonprofit field settings and are given the opportunity to serve the unserved and underserved at-risk populations of the Central Coast area. The curriculum promotes the exploration of the field experiences in terms of providing culturally responsive services that meet the needs of diverse populations and addressing social justice issues such as poverty, equal access to healthcare and education, oppression, and discrimination.

The Applied Social Work Research Project in the Fall of the final year provides an opportunity for students to integrate their learning experiences and to contribute to the social work knowledge base (including practice). This project guides students through the process of designing and conducting a product reflecting scientific inquiry that responds to a significant social work practice and/or policy problem identified in collaboration with their instructors and final field placement. Students utilize analytical models of assessment, prevention, intervention and/or evaluation at the micro, mezzo, and macro level.

SW 600 Applied Social Work Research Project provides students with guidance in developing and implementing the applied social work final project. Students have the opportunity to present and receive feedback on their project throughout the semester. Students will present their project during finals week to be graded by faculty in the program. *Prerequisite: Candidacy for MSW degree. Co-requisite: SW 630*

Students who are interested in pursuing a thesis can consult with a faculty member to work together during their last year in the program. SW 600 can be used for the first chapters of the thesis and IRB approval if needed. Students can continue working with the faculty member during the Spring of their last year with an Independent Study to complete their thesis. The thesis project needs to be approved and accepted by a faculty member before the end of the Fall semester.

Field Program Overview

Hours

The field sequence consists of a total of twelve (12) units of field practicum divided into two years of study. Students are required to complete a minimum of 480 hours of field practicum for each of the two years in the field sequence for a grand total of 960 field hours (minimum). Hours accrued in the field seminar are counted as part of the total number of required hours.

Students are required to complete 16 hours of field placement each week of the semester and must be able to commit to eight consecutive hours for each of the two days in placement. The specific days of the placement will be negotiated between the agency and student and will depend in part upon the needs of the agency and learning opportunities available for students on particular days of the week.

Field Program Model

It is recommended that Generalist Practice and Advanced Practice field placements be completed in different agencies in order to broaden the experience and skill set of the student. The Generalist Practice field course sequence centers on building a generalist foundation for practice through experience with individuals, families, groups, organizations, and communities. After successfully completing the Generalist Practice field, MSW students are ready to progress to Advanced Practice field.

The Advanced Practice field course sequence focuses on advanced clinical social work practice skill building.

Field Seminars

All students are required to attend field seminars, and other schedule trainings and events (See Field Calendar for schedule). The grading option for the field seminars is Credit/No Credit and will be based on their performance in the field as well as classroom performance and participation. Generalist Practice students in their first year of field placement will meet twice per month to familiarize with their learning agreement and competences as well as to have a space to process their first experiences in social work settings. Advance Practice students will meet once per month.

Field Instructors

All Field Instructors must have an MSW degree from an accredited social work program as well as a minimum of two years post-MSW experience, be employed (or contracted) by an agency serving as a placement site, and be available at the agency for students on the days they are in placement. Each student requires one hour of individual weekly supervision. Where available students may also be part of group supervision provided by the agency and may be in conjunction with other graduate students and/or staff of the agency but it cannot be instead of individual supervision.

Collaborative Field Placements

Sometimes an agency may not possess the resources to provide all the necessary learning experiences for the student. In such cases, two or more agencies may collaborate by mutual plan to provide an expanded field experience. Students may be rotated or assigned concurrently in two or more such services; however, the student is placed primarily in one agency/program which has the overall responsibility for field instruction and evaluation of the student. The Field Instructor at the primary agency assumes responsibility for approving the secondary learning experience and Task Supervisor, as well as reporting to the MSW program. Collaborative field placements may also be arranged for students interested in specialized fields of practice not supported by the primary agency.

Task Supervisors (TS), who do not have an MSW degree, may be assigned to the student in addition to the Field Instructor in situations where MSW level supervision is difficult to arrange. In such situations, the role of the TS is to provide the daily supervision and guidance to the student. The FI is still required to meet with the student weekly but this may be achieved in a group format as opposed to individual supervision, thereby allowing for the efficient use of time for the FI.

Background Checks, Drug testing, Fingerprints & TB tests

California State University, Monterey Bay, Department of Social Work does not require background checks, drug testing, fingerprints or TB tests. However, there are field placement agencies requiring social work students to provide a security clearance, background checks and or other additional information to be able to be placed in their sites. In order to complete the requirement for your MSW students will need to successfully complete their field placement. Each student is responsible to follow up with the agency and obtain the information and clearance needed to satisfy the requirements for the specific placement. Any fees and additional test are also the student's responsibility.

Noncompliance with specific agencies requirements or not passing the clearances and test may limit placement and may delay advancing in the MSW program delaying graduation. If this is the situation the MSW program Field Coordination will make every attempt to place the student at an alternative agency, yet the program cannot guarantee the availability of placement agencies or the student's acceptance into those agencies. Furthermore, the student may not be able to earn the MSW at CSUMB. Any results from clearances or additional testing by the agencies is not required by CSUMB, only the confirmation that the student was accepted for placement.

Students are recommended to work closely with the Field coordinator to make this process as smooth and timely as possible.

Changes in Placement

A change in field placement will not be permitted after it is initially approved and the student has started his or her placement. The only exception to this policy involves situations in which there are serious issues that cannot be resolved; the change of placement request may be initiated by student or agency. It is very difficult to develop an adequate learning experience for a student in a new placement at mid-semester or mid-year. If no appropriate placement can be located, the student may be required to repeat or continue the field placement experience in the following academic year and **delay their graduation date**. However, every effort will be made to support the student in a successful transition to a new site.

Requests for changes of placement must involve active participation and approval of the Field Instructor, the Faculty Field Liaison and the Field Education Coordinator. In such a case, the student is responsible for completion of the termination process in the agency, including termination contacts with all assigned clients. The original Field Instructor is also expected to submit a summary of the student's field experience to date, which is shared with the student and becomes part of the student's field record in the MSW program.

Interruption of Field Sequence

There may be other situations that interrupt the timely progression of the field sequence. This may include documented illness or hardship for the student, family member, or other unforeseen situation that disrupt the student's progress in the program. When this occurs, it is likely the student will need to re-enroll in the field seminar and Generalist Practice courses with a new field placement in the following academic year which will **cause a delay in graduation**. The student may proceed with other courses, but cannot advance to the Advanced Practice field sequence until successful completion of SW 596 and SW 598 has been achieved. **Students who are unsuccessful in the second placement experience may be terminated from the MSW program.**

Issues of professional competence may also arise in the field practicum sequence. When this is the case, students may be eligible for a grade of Incomplete in order to extend the field experience with a goal of improving performance in order to meet the expected competency level. This is only an option when the agency Field Instructor and MSW Faculty Field Liaison both believe there is an opportunity for the student to can improve their performance in the field to an acceptable level in the specified timeframe. The student and the MSW Faculty Field Liaison must complete a written contract/agreement that clarifies the specific tasks that need completion as well as the timeframe. Students must clear the Incomplete grade before proceeding to the next field course in the sequence.

In situations where extended time in the field is not expected to result in improved competence in the field, the student may be suspended from the field experience for the academic year and will not receive credit for the practicum. In this instance, the student will be required to enroll again the following academic year in both the field and practice sequences. **Students who are unable to be successful in the field practicum will be terminated from the program after a second failed placement due to issues of professional competence.**

MSW students are advised to consult with the MSW Field Manual for further requirements and procedures related to field education.

Before beginning field placement, students are provided with an orientation that covers general field information (internship hours, documentation of hours, field assignments, progress notes, evaluation, etc.), core competencies, professional conduct, and the expectations for student performance in the field.

The Faculty Field Liaison visits the field placement site to meet with the student and the Field Instructor at least twice per academic year. Under special circumstances, the Faculty Field Liaison will visit certain field sites more frequently to meet with the student and the Field Instructor. The purpose of the site visit is to have a formal meeting to discuss the student's progress in the placement. The Field Instructor is required to meet with the student to complete the fall and Spring Field evaluations. The Field Instructor is also encouraged to discuss performance issues with the student and the Faculty Field Liaison as soon as the concern arises. In such cases, the Field Instructor will need to contact the Faculty Field Liaison.

Students cannot receive a final grade (Credit) for field seminar (SW 596, SW 598, SW 696 or SW698) without submitting complete and signed evaluations. Unsatisfactory evaluations may resolve the student failing the field seminar (No Credit) and being subject to academic disqualification.

If a student has other personal issues impacting their ability to successfully meet the requirements of the MSW program that become evident in the early weeks of the field placement, he/she may request withdrawal or a Leave of Absence (if eligible) from the MSW program.

III. ADMISSION

Special Notes to Applicants with Bachelor Degrees Awarded Outside of the United States

Detailed information for CSUMB prospective international students regarding Scholastic Eligibility, Foreign Credential Evaluation, Academic Major and Form I-20, English Proficiency, and Financial Statement/Educational Cost are available at <https://csumb.edu/international>.

All transcripts of college work must be recorded or translated into English. Foreign Credential Evaluation and Equivalence is a detailed "course-by-course" report required for all programs. Further detailed information can be found through the following link, <https://csumb.edu/international/collegeuniversity-transcripts>

Potential applicants still working towards completion of their Bachelor's degree can visit <http://www.assist.org/web-assist/welcome.html> to assess which courses will transfer to CSUMB.

1. Three letters of recommendation (including the completed Request for Reference and Rating of Applicant forms) commenting on applicant's suitability for the program and social work practice.

Social Work Degrees Earned Outside of the United States

International applicants who are awarded social work degrees outside the United States need to apply for social work degree equivalence through the International Social Work Degree Recognition and Evaluation Service of the Council on Social Work Education (CSWE), the sole accrediting agency for social work education in the United States **BEFORE** they apply to the CSUMB MSW program. A copy of the CSWE determination letter must be submitted to the MSW program.

Application instructions for social work education and degree equivalence are available through the following link, <https://www.cswe.org/Centers-Initiatives/Initiatives/International-Degree-Review>

MSW Program Admission

Admission to the MSW program is based on a holistic evaluation of all application materials. The MSW Admissions Committee consists of CSUMB employees who have a CSWE-accredited MSW degree and at least two years of post-MSW full-time work experience and/or a doctoral degree. Each applicant will receive a letter regarding the application decision (acceptance or denial) from the Department Chair. Applicants who are not offered admission may consult with the MSW Outreach, Recruitment, & Admissions Coordinator or the Department Chair to better prepare their next year's application or to discuss whether social work is the right career choice.

Conditional Admission

[Conditional admission](#) may be granted to applicants with strong applications and a GPA between 2.50 and 2.74 in the last 60 semester or 90 quarter units. Students will agree to obtain a 3.0 or above during their first semester of the program or their status won't change from conditional and as a result they will not be officially accepted to the program.

Conditionally classified admission may also be granted to applicants who meet the admission requirements but have not completed the MSW prerequisites and/or their bachelor's degree at the time of application. These prerequisites must be fulfilled prior to the start of the first fall semester.

Deferred Admission and Reapplication

COVID 19 has reminded us that life can be difficult sometimes and plans may need to be modified or delayed. Students who are accepted to the MSW program and have a life event that keeps them from beginning their program may request a formal deferment in writing. The student is required to provide a written request for deferment before the academic year begins and provide a rationale for the deferment. The deferment petition will be reviewed by the Admission Committee and inform the student of the decision. If the deferment request is approved, students will still need to formally apply to the program during the next academic year through CalState Apply. This includes sending all transcripts again. Also, the student will need to let the department know at the end of the next application window that they are planning to enroll during the academic year to save their space in the student cohort. If the students do not inform the program that they are intending to attend they won't be added to the new cohort.

Application Appeals

Admission decisions are based on the evaluation of the self-reported data submitted on the application. If applicants are not offered admission or if an application was withdrawn because of a missed a deadline, applicants may submit an appeal. However, unless the applicant has a serious and compelling reason, they feel the appeals committee should consider, it is unlikely the committee will reverse the decision.

Applicants may submit only one appeal per academic term. All decisions made by the appeals committee are final and non-negotiable. All appeals and official transcripts must be received no later than 15 business days from the date of Admissions decision notification. Official transcripts must be sent directly from the institution(s). Further detailed information related to the Graduate Appeal Procedure can be found through the following link, <https://csumb.edu/admissions/appeals-process>

IV. ADVISEMENT

Advising as an Educational Tool and Individual Learning Plan

Advisement is an integral part of the educational experience. Students are strongly encouraged to use advising to enhance their learning experience. Advisement has two major purposes: 1) to provide professional advising 2) to provide academic advising.

Each MSW student is assigned an Advisor, a full-time social work faculty member, upon acceptance to the program providing academic and professional advising. The advisors assist MSW students in following their Individual Learning Plan (ILP) that lays out courses that need to be completed to meet the MSW degree requirements. A copy of the ILP will be kept in the student's file in the Department of Social Work office.

The advisor will:

1. Assist students in assessing aptitude and motivation for a career in social work;
2. Consult with the student regarding short- and long-term educational goals;
3. Help the student assess her/his educational needs and objectives regarding the two field placements while considering potential resources;
4. Work closely with the student at the beginning of the educational experience to complete the ILP. The student keeps a copy of the plan and the advisor places the original in the student's file to be updated each semester as needed;
5. Assist the student in choosing selected areas of study and electives to meet their goals;
6. Assist in locating campus resources and making referrals when appropriate;
7. Act as a mediator if a student is having academic difficulties with a course instructor. The student and the advisor meet to discuss how to address the problem. This procedure is intended to ensure that problems are not left unattended, that all possible assistance and support are made available to the student, and that all necessary actions are taken;
8. Is available to the student to discuss personal issues as they impinge on the student's educational experience and, if indicated, make appropriate referrals to University and community resources. The student must meet with the advisor at least once every semester to review academic progress; and
9. Provides suggestions, alternatives, and means whereby a student can move into another career choice as easily as possible.

The student must take responsibility for prompt and intentional communication with their Advisor. Students are encouraged to check their CSUMB email **DAILY** while enrolled in the program. Please refer to the [campus online directory](#) for faculty contact information. Advisors will communicate with students at the beginning of each semester to be reminded of advisement requirements.

Balancing Work & School

Undertaking a graduate MSW program requires a great time commitment. It is important to plan ahead with family, friends, and employers. Generally, students should expect to spend at least nine hours/week for each class they take. This means that three year students taking three courses should require about 27 hours/week including required reading, writing and editing assignments, collaborating with peers, attending class, and consulting with the instructor. Two year students will also have internship responsibilities 16 hours/week. While there are a limited number of placements with weekend or evening hours, most placements

take place on week days. The addition of an internship placement requires additional planning and often requires the need to flex work schedules or reduce hours.

One possibility for reducing the workload is to take some courses during the summer or winter terms. These terms are considerably shorter and more intense than the traditional semesters. Furthermore, these options are taught through Extended Education and have a higher tuition rate than state-side classes. Students should consult their advisor about which courses are available during summer or winter terms.

Advising Timeline

1. The first contact between the students and their advisor is expected to take place during an orientation meeting for incoming students in the fall semester of each year. This meeting will enable the students to become acquainted with their advisor prior to beginning their academic work.
2. At the beginning of the first semester of MSW work, student and advisor are responsible for initiating an individual meeting between them.
3. Advisors meet with students on a regular basis to review the ILP in order to assess progress and to identify potential problems associated with performance in the classroom and the field. The students are strongly advised to meet with the advisors at least once every semester.
4. Advancement to second year of program.
5. Before completing the advancement to candidacy, student and advisor meet to discuss student's Advanced Practice program and elective concerns.
6. In the last semester of study, the advisor will review the graduation check and provide consultation regarding job seeking, preparation for job interviews, and career development.

Change of Advisors

Students may have the option to change advisors, if needed, by making a formal request to the Department Chair. Reassignment is based on faculty workload and the agreement of the faculty member. Students may request **in writing** a change of advisors from the Department Chair. The student may consult the assigned advisor prior to writing a formal request.

Waivers / Redundancy Policy

Students admitted to the MSW program with a BSW from a CSWE accredited university and a 3.0 GPA (of last 60 semester or 90 quarter units) may be eligible to take a

waiver/proficiency examination for SW 510, SW 540, SW 550, and SW 570 if these students meet the following requirements:

1. The course is consistent with the mission, goals, and core competencies of the CSUMB MSW program;
2. The course must be accepted by the CSU Monterey Bay MSW program;
3. The courses must be taken **within five calendar years** immediately preceding the receipt of a bachelor degree;
4. The course should reflect the generalist skills learned in their BSW program.

The full title of courses eligible for waiver are:

- SW 510 Foundations of the Social Work (3)
- SW 540 Cross-Cultural Human Behavior in the Social Environment (3)
- SW 550 Social Work Research (3)
- SW 570 Social Policy and Analysis (3)

In order to be eligible to take a waiver/proficiency examination, which is the final in each of the courses. The student must hold a baccalaureate degree in social work from a CSWE-accredited social work program and have achieved a grade of B- or better in a course similar to the course in which the waiver/proficiency examination is to be taken.

It is the student's responsibility to submit a written request for course waivers and meet with the Department Chair **immediately after admission is granted and no later than two weeks before fall classes commence**. A copy of course syllabi, textbooks, course materials, completed assignments or projects, transcript that includes the grade (B- or better) received for the course (transcript not required if the CSUMB Department of Social Work has an official copy), and relevant evidence should be attached to the written request.

The MSW program faculty will review the submitted material, administer, and grade the examination. The student must pass the examination with a grade of B- or better. Accommodation for special needs can be arranged upon request through campus [Student Disability Resources](#). Contact information is as follows; phone: 831-582-3672, fax/TTY: 831-582-4024, student_disability_resources@csumb.edu.

The Department Chair will notify the student of the outcome of the exam before the add/drop deadline. If the student passes the examination successfully, they are required to enroll in a substitute course to maintain the 60-unit requirement for the MSW program. The student needs to consult with their advisor to identify appropriate substituted course(s) and register in a timely manner. The advisor will assist the student to draft an Individual Learning Plan.

Transfer of Credits

Students with MSW-level course work in other CSWE accredited MSW program can request transfer of MSW credit for up to six (6) semester units toward the MSW degree requirement of CSUMB. Eligibility and procedure are stated below.

Previous MSW Coursework: Students with MSW-level course work in other CSWE-accredited MSW programs are advised to submit a written request for transfer of credits and meet with the Department Chair **immediately after admission is granted** to determine if any aforementioned courses of the CSUMB MSW program (SW 510, SW 540, SW 550, & SW 570) can be paired with their MSW-level education elsewhere. A copy of course syllabi with required textbook information, course materials, or assignments should be attached to the request. An official transcript that includes the grade (B or better) received for the course (transcript not required if the Department of Social Work has an official copy) should also be attached to the written request.

The student's advisor, in consultation with the Department Chair, will review each course taken at other CSWE-accredited MSW program(s) to determine its acceptability to the CSUMB MSW program. Only comparable courses to the CSUMB SW 500-level courses, with exception to practice and field education courses, specifically SW 520, SW 530, SW 596 & SW 598, will be granted for transfer of credits toward the MSW degree.

The MSW program does not grant social work course credit for life experience or previous work experience, or in lieu of any course requirements or academic credits.

Continuous Enrollment for Graduate Students

The MSW Program follows the University's Graduate Matriculation Policy.

Leave of Absence

MSW students may request an educational leave of absence for "compelling and serious reason(s)". For such consideration, the student must have attended at least one term at CSUMB before requesting the leave and must be in good academic standing. The student needs to consult with their advisor to draft and finalize a revised ILP **before** filing for leave of absence. Many MSW courses require prerequisites or co-requisites, an educational leave of absence will inevitably disrupt the three-year course pathway and delay timely progression through the program.

A request for leave of absence must be **filed and approved** at the University's Registrar Office **prior to** the period of absence; retroactive leave requests will not be approved with the exception of individual accommodations. Typically, the deadline is the last Friday of the fall semester or spring faculty planning week. Further information including the necessary form can be found through the following link, <https://csumb.edu/planning/take-leave-absence>

It is the student's responsibility to meet all the necessary application and registration deadlines for the semester in which they intend to resume courses. Failure to return from leave will be considered withdrawal from the university. Under such circumstances, re-enrollment will require a full application for readmission under the same circumstances as

any new or returning applicant including enrollment in the curriculum in effect at the time of re-enrollment.

V. EVALUATION OF ACADEMIC PERFORMANCE

Each course syllabus details requirements for evaluation of students' academic performances. A syllabus is provided on the first day of class. The syllabus is the primary document of record for courses. It outlines general course information, weekly course content, readings, and assignments. Each syllabus has the statements of the Standards for Professional Behavior and Class Policies, and the University grading system.

Standards for Professional Behavior and Class Policies

COURSE EXPECTATIONS AND NORMS: All MSW courses require student's active participation. In order to enhance feelings of safety and to create a positive learning environment, the following are essential:

- You attend class and are prompt;
- You have read the assigned material and come to class prepared;
- You recognize your own biases and prejudices and respect others with whom you disagree;
- You do not ridicule or belittle others;
- You are committed to personal/professional growth and self-exploration;
- You resolve issues that you may have with other classmates or group members. If you are not sure how to accomplish this task, you should consult with the course instructor for possible strategies. It is not acceptable to miss class in order to avoid the group.

ELECTRONIC DEVICES

Please silence all cell phones and pagers (or keep them in silent mode). Using an electronic device (i.e., cell phone, iPhone, laptop/iPad, etc.) to send text messages and/or emails, engage in chats, "surf" the Internet, or play games is prohibited during class. Laptop use during class time is to be strictly limited to note-taking or engaging in structured classroom assignments. Please be advised that reading required class material for any other class from your laptop during class time is not permitted. Browsing the Internet during class time is not permitted. Reading your emails during class time is not permitted. Please make sure you adhere to this policy as the course instructor reserves the right to lower a student's attendance/participation grade if it becomes apparent that the student is engaged in computer activities other than note-taking.

If you have to use a laptop for taking notes, please be mindful that your typing might be disruptive to other learners in the class. You might want to check with peers who sit close to you or you might want to sit to the side in order to limit distractions to the class.

ATTENDANCE, PREPARATION, PARTICIPATION & COLLABORATION

These will be based upon the following; student participation will be defined or evaluated based upon active participation to ensure optimal shared learning experience. All class members rely on a collective contribution for the learning process to be successful and expect individual students and teams to provide thorough, thoughtful, and critical presentation of topics. For this experience to be successful for all, we must each take responsibility for arriving on time, staying until the session concludes, and preparing for and participating in class. Assessment will be based upon your presence, preparation for and participation in class discussions, presentations, and contribution to the collective learning of the class (in-class and online) throughout the semester. *Attendance* at all scheduled class sessions for the full period is required. Those students who miss more than two classes, for any reason, will forfeit the attendance/participation points (on-campus and online) at the very least. Exceptions to this strict attendance policy are emergencies such as a death in the family or serious illness with doctor's certification and necessary accommodations as related to the law. While students' practice of "self-care" is highly encouraged, they will NOT be excused from class for non-emergency reasons (i.e., vacation, party, date night, extra-curricular activities, etc.).

It is department policy that students must attend at least 80% of all classes. For a typical class schedule, this means that the 4th absence will result in class failure unless there are legitimate grounds for excused absences based on reasonable accommodations. If a student arrives to class more than 30 minutes late, they will be marked absent unless otherwise agreed upon with the instructor in advance.

NOTE: Instructors may decide to deduct up to an entire letter grade for students who miss more than two classes.

PARTICIPATION: Class time is used most productively if every student comes prepared to actively participate in class discussions. Assigned readings for the week should be completed prior to class. Students should be able to demonstrate critical thinking skills commensurate with graduate study. We should be exposed to new, diverse, and even controversial ideas and sometimes we will not agree with the ideas expressed by others. However, under all circumstances, we will treat others with respect and act professionally. This is inclusive of respectful student conduct (verbal and nonverbal) towards one another and the course instructor. Please refer to the NASW Code of Ethics, section 2.01 Respect found through the following link, <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Students should be mindful that classrooms are considered public forums and are discouraged from sharing sensitive personal information during the classroom discussion. Students who repeatedly share too much personal information should expect to be referred to the [Personal Growth and Counseling Center](#) (PGCC) where these issues can be discussed confidentially.

Students must be physically present in order to participate in class. That is, if an individual student misses a class, it impacts both the attendance and participation of the student. Online attendance and participation will be tracked electronically via the University's online teaching platform.

For hybrid courses: In addition to on-campus class sessions, on-line assignments and participation are required. See COURSE OUTLINE & SCHEDULE (in course syllabus) to view the weeks for online class sessions.

Criteria for Evaluating Participation: Points for participation are not based on the amount of verbal interaction/frequency of responses, but rather on the quality of one's contributions. A general guide for assessing student participation is provided below.

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive; provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and fail to provide a constructive direction to the discussion. Integrative comments and effective challenges are absent.

Earning full points for attendance and participation requires missing no classes (including online sessions), having no late arrivals or early departures and being assessed in the "Outstanding Contributor" category. There is no substitute or make-up for attendance and participation. Also, please see the attendance policy above.

CLIENT CONFIDENTIALITY: Classroom discussions of cases and sharing of field experiences are encouraged for the purpose of consultation, but students should be vigilant to maintain client confidentiality and avoid giving too much identifying information about clients. Students are not permitted to record or videotape in class at any time without prior permission from the course instructor and assent from the course participants. Privacy of case and/or field client information must be safeguarded by following the NASW Code of Ethics. Please refer to the NASW Code of Ethics, section 1.07 Privacy and Confidentiality found through the following link, <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

LATE SUBMISSION OF WORK: No late papers, presentations, or incomplete grades will be allowed (except in cases where you have made arrangements with course instructor in advance of an assignment). All assignments must be completed in order to pass the course. Email transmission of written work will not be accepted without prior approval.

SCHOLASTIC HONESTY: MSW students are expected to conform to the rules of scholastic honesty as outlined in the University's Academic Integrity Policy found through the following link, <https://csumb.edu/policy/academic-integrity-policy>

BULLYING: We encourage thoughtful and lively discussion in the classroom that is inclusive of different viewpoints. However, when students engage in behavior that faculty view to be relational aggression (i.e. social isolation, spreading rumors, posting inflammatory information online, etc.), the behavior will be addressed by the concerned faculty member. In some cases, the faculty member may move the concerning behavior forward to appropriate review processes (i.e. student conduct, Student Status Review, Title IX office).

Title IX/Discrimination, Harassment & Retaliation

The California State University (CSU) is committed to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect. We embrace and encourage our community differences in Age, Disability, Race or Ethnicity, Gender, Gender Identity or Expression, Nationality, Religion, Sexual Orientation, Genetic Information, Veteran or Military Status, and other characteristics that make our community unique. All individuals have the right to participate fully in CSU programs and activities free from Discrimination, Harassment, and Retaliation. The CSU prohibits Harassment of any kind, including Sexual Harassment, as well as Sexual Misconduct, Dating and Domestic Violence, and Stalking. Such behavior violates University policy and may also violate state or federal law.

For detailed and confidential information, please reference the following website, <https://csumb.edu/titleix>

ACADEMIC SUPPORT: You are responsible for producing your highest quality work for all assignments. If you need assistance, please use the Cooperative Learning Center (CLC) on campus. For more information, go to <https://csumb.edu/clc>. If you use the CLC, bring a copy of the assignment, a draft of your paper, course texts and/or style manuals, and questions for the writing assistant. CLC is located at the Library, Room 2125. To make an appointment, go to the website and click on "make an appointment," call (831) 582-4104, or e-mail: clc@csumb.edu. The Center for Student Success (CSS) offers individual coaching and workshops on topics such as time management, test anxiety, note-taking, or stress management. To make an appointment, call (831) 582-3615 or visit their website for more information, <https://csumb.edu/css/>

ADA, IDEA & ASSISTIVE TECHNOLOGY: If you are a student with a disability that may impact your performance in this course, please make an appointment with the instructor as soon as possible after the Add/Drop deadline to discuss your needs and accommodations. Also, bring your course accommodation forms from:
Student Disability Resources

Health and Wellness Services (Bldg. 80)
Student_Disability_Resources@csumb.edu
CSUMB.edu/sdr
Phone: 831.582.3672, TTY: 831.582.5307

Minimum Grades & GPA: The University has determined that no graduate student should earn a grade lower than a B- to receive credit for any graduate class. Any student earning lower than a B- should repeat the course (see procedure below). Students should refer to the Academic Affairs policy.

Student Names and Personal Pronouns: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously changed by you via OASIS). While referred to as merely a preference, instructors will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise instructors of any name or pronoun changes (and update via OASIS) so instructors can help create a learning environment in which you, your name, and your pronoun(s) will be respected.

University Grading System

The MSW program uses the University's grading policy. Only Field Education courses are graded Credit/No Credit.

Students have access to their course grades within three weeks after each term on Oasis. Students may also view their cumulative GPA online through the Student Center in Oasis. Students requiring formal academic transcripts may request them from the Registrar's office. Unofficial transcripts are available in Oasis or by request from the Department of Social Work.

Grade Point Average (GPA)

The University has determined that no graduate student should earn a grade lower than a B- to receive credit for any graduate class. Any student earning lower than a B- should repeat the course (see procedure below). Students should refer to the Academic Affairs policy for further information.

Change of Grade

A change of grade may be made only in the case of a clerical or other administrative grading error. An appeal for a change of grade must be initiated by the student and must be approved by the instructor. Students seeking to challenge final assessments based on other grounds shall follow the policy and procedures set out in the [Grade Appeal Policy](#).

Repeated Courses

Courses taken as part of a graduate, post baccalaureate, or credential program may be repeated only by petition and only when a grade of B- or lower was assigned. All grades in a course count toward the GPA and all attempted courses are recorded on a student's official transcript. No course may be repeated more than once (two total attempts).

No more than two different, distinct courses may be repeated during a graduate or credential degree program.

Petition process: Repeat petitions must be approved by the chair of the program offering the course. Students are urged to meet with their advisor before repeating a course in order to develop strategies to be successful in the course. Approved petitions should be forwarded to the Office of the Registrar for processing.

Academic Standing, Probation and Disqualification

The MSW program follows the University's Graduate Matriculation Policy in Academic Standing, Probation and Disqualification. Students in the MSW program must maintain a GPA of 3.0 "B" or above and Credit for field seminars to continue in the program. The course instructor and/or the Department Chair will notify advisors of any students receiving below a B-.

Academic Probation: MSW students will be placed on academic probation if their cumulative GPA falls below a 3.0 (B average) in a semester. The MSW program will notify a student and their advisor of Academic Probation. The student should consult with the advisor to determine student's obligation and a plan to address the circumstances that cause disqualification.

Academic Disqualification: MSW students are subject to Academic Disqualification when the student's cumulative GPA is below a 3.0 for a second consecutive term. Students who have been disqualified will be in communication with the Department Chair. The College of Health Science and Human Services' Dean will make the final decisions in consultation with the Provost and the university will notify the student with the disqualification and of the right to petition the University for reinstatement following policy guidelines on Academic Standing for Graduate Students (7.00) <https://csumb.edu/policy/academic-standing-policy>.

Any academically disqualified student who has received a stipend through the Title IV-E Child Welfare Training Program will be required to repay the total stipend amount awarded to date, plus interest.

A Veteran or eligible person who remains on probation for a GPA below a 3.0 beyond two semesters shall have their veteran's benefits discontinued and any further certification of Veteran benefits shall be terminated.

Reinstatement for Disqualification. If disqualified, the MSW student should submit their reinstatement appeal to the Department Chair for an internal process. The appeal should show good-faith effort to address the circumstances that caused disqualification and improve

academic standing. The student may request a support letter from an MSW faculty member commenting if the student should continue in the program. The Department Chair will meet with the student and forward their recommendation to the Dean of the College of Health Sciences and Human Services who will make a final decision and inform the student. Student also needs to follow the university policy for reinstatement <https://csumb.edu/policy/academic-standing-policy>

Academic Dishonesty

The MSW program follows the University's [Academic Integrity policy](#). Students suspected of a violation will be asked to sign an [Academic Integrity Violation Report form](#) and be referred to the CSUMB's Office of Judicial Affairs.

Students who engage in dishonest behavior shall be charged with violating Title 5, California Administrative Code, §41301, under the Student Disciplinary Procedures for the California State University established by Executive Order 970 by the Chancellor (<http://www.calstate.edu/eo/EO-970.html>). A copy of these procedures may be obtained from the Office of the Vice President for Student Affairs or the Office of Judicial Affairs.

EVALUATION FOR PROFESSIONAL PERFORMANCE

Fitness for the Profession Criteria

MSW students should aspire to demonstrate behavior consistent with to the standards of the social work profession. In the MSW program, fitness for the profession is defined as student demonstration of the following professional responsibilities.

1. Professional rapport and relationships with clients, supervisors, colleagues, instructors, and classmates.
2. Professional ethics by adhering to the NASW Code of Ethics; ability to demonstrate integrity in relation to:
 - a) Ethical practice;
 - b) Confidentiality;
 - c) Respect for clients, supervisors, colleagues, instructors, & classmates;
 - d) Honesty of communication;
 - e) Documenting time; and
 - f) Following through on obligations and contracts.
3. Respect for clients' rights and self-determination (see NASW Code of Ethics for exceptions).
4. Ability to communicate clearly, purposefully, and appropriately.

5. Ability to differentiate between personal and professional attitudes, values, and beliefs.
6. Ability to evaluate, modify, and explain practice decisions.
7. Ability to take direction and assume responsibility for one's own learning.
8. Willingness to evaluate one's own professional goals, strengths, and limitations.
9. Application of concepts, information, and skills appropriately for use in effective problem-solving, intervention, and other social work practice.
10. Willingness to take appropriate risks in order to learn and grow professionally.
11. Ability to assess one's own impact on others.
12. Respect for diverse cultures and lifestyles, and respectful attitudes toward race, culture, ethnicity, age, physical or mental abilities, gender, sexual orientation, religion, or other human diversities in classroom and field setting.
13. Ability to take responsibility for decisions.
14. Ability to hear and consider viewpoints different from one's own.

Student Status Review Committee (SSRC)

The Student Status Review Committee shall be a standing committee of the Department of Social Work. The Committee will be representative of the faculty and shall consist of three (3) full-time faculty members (and alternates). Members of the Committee shall elect the Chair of the Committee. The Committee meets as needed, but at least once each semester. A quorum of the Committee is necessary for the Committee to conduct its business.

The SSRC in the Department of Social Work is responsible for reviewing the performance of students that are having difficulties following appropriate expectations in the classroom or field education setting. Social work students are expected to establish and maintain professional relationships at all levels, both within and outside the classroom (with faculty, staff, and students, and with individual clients, supervisors, groups, the community, and others); adhere to standards of academic honesty; respect self and others; be able to communicate in ways that are inclusive and non-exploitative of others; and adhere to the values and standards of the social work profession (NASW Code of Ethics).

When a student experiences academic difficulty in class, the course instructor confers with the student to identify remedial actions such as referral to campus services (tutoring, counseling, disability resources, etc.), extension of time to complete required assignments, etc. If the above efforts fail to reach the desired result, the

course instructor will refer the student to confer with their advisor. It is the student's responsibility to follow up with their advisor and collaboratively develop a plan for academic improvement. Emails can be used to document these informal interactions. If the student has not reported back to the instructor on the meeting with the advisor within 1 week of being advised by the teaching faculty member to do so, the instructor will email the advisor to apprise them of the situation and ask for their feedback on the best possible next steps. If needed the instructor can follow up with the Department Chair to get the student advisor involved.

If the issue cannot be settled through the informal resolution process with the student, advisor and department chair input, a Student Status Review may be initiated by one of the parties. If an instructor believes that an issue cannot be solved with student and advisor alone, a referral should be done for the SSRC.

Concerns related to a field agency or student performance in the field require active participation and immediate attention. The concerns should be discussed early with the student, the student's Field Supervisor, and Faculty Field Liaison, the advisor as well as the Field Coordinator. Please see the Field handbook for specific steps.

A referral must be completed and emailed to the Chair of the SSRC before the first SSRC meeting. The Student Status Review Brief form must be completed every time the SSR meets. Both of these documents should be in the student file.

Examples of Student Status Reviews

The SSRC will review student performance and/or behavior in the following circumstances:

1. The student, instructor and advisor informal process has been followed as a first step in cases where such a plan is appropriate and no resolution was reached.
2. The student fails to correct deficits in their academic performance as stipulated by the informal process.
3. Faculty members express concern over attitudinal, behavioral, or ethical considerations and question the student's fitness for the profession of social work.
4. Impairment in social functioning and/or occupational functioning may be exhibited by a single discrete episode that clearly violates the University's expectations for Student Conduct Code (including illegal downloading and hazing) or the NASW Code of Ethics, state regulations defining professional misconduct, or by a pattern of recurring behavior which may include, but is not limited to:
 - a. Consistent inability or unwillingness to carry out program or field/internship responsibilities.
 - b. Frequent personal crises such that tasks, assignments, tests, appointments, and field activities are not completed in a timely manner and/or require rescheduling.

- c. Exhibition of provocative behavior such that the behavior
 - (i) alienates the student from others;
 - (ii) disrupts class, meetings, or the flow of work in the field agency; or
 - (iii) results in repeated complaints from the field instructor, students, faculty, or others in the academic or field/internship environment or related agencies.
- d. Frequent misinterpretation or misrepresentation of others' communications or behaviors.
- e. Frequent displays of attention-seeking behavior, which disrupt the academic or field/internship environment.
 - f. Displays of erratic, disorganized, incoherent, or unpredictable behavior
 - g. Lacks insight or is unable to perceive the negative consequences of own behavior.
- h. Frequently blaming others or external factors for failures and difficulties in the academic or field/internship environment.
- i. Taking the position of justifying deliberate hurt or mistreatment to another person.
- j. Repeated failures to plan ahead or being impulsive, causing distress, disruption, or harm to others.
- k. Verbal or physical aggression toward others.
 - l. Disorientation to person, place, or time, such that the school or field/internship responsibilities cannot be carried out.
- m. Inability to sustain harmonious school and field/internship relationships as \ exhibited by recurring interpersonal conflicts.
 - n. Appearance of intoxication or impairment at the University or field agency.
 - o. Displays of behavior that result in a consensus among faculty and/or field placement personnel that the student would present a clear threat to others upon entering the professional field of social work.
 - p. No adherence to the University's sexual harassment policy.
 - [https://catalog.csumb.edu/content.php?catoid=1&navoid=31#sexual harrassment](https://catalog.csumb.edu/content.php?catoid=1&navoid=31#sexual_harrassment)

The Student Status Review Committee Process

The steps of the Student Status Review Process are summarized below:

1. If a party desires to make a referral to the SSRC, they must notify the advisor first. Then they notify the Committee Chair in writing, regarding the circumstances that relate to their concern. If the referral is received close to or during a break (i.e., Winter break or summer term), it will be scheduled for the first SSRC meeting after classes resume.
2. A student, a student's advisor, or any faculty member concerned about a student's status may initiate the formal Student Status Review process. Anyone initiating the Student Status Review process must make the advisor aware and make the request in

writing and turn it into the Chair of the SSRC. A copy of the request shall be placed in the student's file in the Department of Social Work office. Students will be notified at least ten working days before the SSRC review concerning their continued status in the MSW program.

3. Students are permitted to present written input before the Committee. Written materials must be submitted to the Chair of the SSRC five working days before the meeting. Documentation may include letters of support and/or other written materials relevant to the student's circumstances that have resulted in a student's continuing status in the MSW program being reviewed by the SSRC.
4. A student whose continuing status in the MSW program is being reviewed by the SSRC may be present when facts about their circumstances are being presented to the Committee. The student may elect to bring another person for support; however, this person may not speak to the Committee. This person may not be a legal representative of the student.
5. Either the SSRC or the student may request that the student provide oral input before the Committee. Students may not offer additional written materials at the time of their oral presentation, but are limited to the written documentation they previously submitted (at least five working days before the SSRC meeting).
6. The SSRC is charged with conducting a full, fair, careful, and objective investigation of the situation, and with making every effort to resolve the situation to the satisfaction of all concerned without taking the matter further. A faculty member who initiates the review and who serves on the SSRC shall be temporarily replaced by an alternate and shall not vote on the matter before the Committee. However, the faculty member may provide input before members of the committee. Note that the committee strives for consensus, but the chair may call for a vote on a case-by-case basis.
7. If the student's referral is related to interaction with the Committee Chair, the Department Chair will appoint another member of the Committee to act as Chair while the review is being discussed. If doing so would mean that a quorum of the Committee would not be achieved, the Department Chair will appoint another faculty member to temporarily serve on the Committee. The Committee Chair will not participate in the deliberation of the case, but might provide input before members of the Committee related to the student's review.
8. An appointed faculty secretary, assigned within the committee, will take minutes of the Student Status Review proceedings. The student will be advised in writing during the Student Status Review process of the date and location. It is the student's responsibility to obtain a copy of the minutes. Corrections to the minutes shall be made within six working days from the date of the hearing. The student will be given a copy of the minutes to sign or delineate disagreement.
9. After deliberating and considering the facts presented, the SSRC makes a decision and recommendation to the Department Chair regarding what action should be taken by following the policies and procedures of the MSW program, the College, and the University. The Committee decisions (in writing) will be forwarded to the Department Chair within three working days of the Student Status Review Committee meeting. The SSRC may recommend one or more of the following actions concerning student behavioral issues: (1) Dismissal from the MSW program, (2)

student referral to professional counseling or medical assistance to address behavioral problems, or (3) Student- centered, uniquely tailored and appropriate intervention.

10. Within five working days of the SSRC's transmittal of their recommendation to the Department Chair, the student and others who were involved in the SSRC, (when field education is involved the field coordinator and field liaison) will receive a written notice from the Department Chair of their disposition. Notification will include: (1) the reason the Committee reviewed the student's continuing status; (2) the evidence the Committee considered in reaching a decision related to the student's appeal or continuing status in the MSW program, (3) any elaboration of the Committee's reasoning deemed necessary by members of the SSRC, and (4) Disposition. The Department Chair will notify the student by email and will place a copy of the disposition in the student's file.

The student may appeal the recommendation of the SSRC directly to the Department Chair. If after appealing to the Department Chair, the student still does not feel the situation is resolved, he/she/they may appeal to the College Dean.

Academic Dishonesty

According to the [CSUMB Academic Integrity Policy](#) academic dishonesty refers to “forms of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own” and the specific forms of academic dishonesty are:

Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit or hours. Cheating also includes unauthorized submission of identical work in more than one course, altering or interfering with grading, lying to improve a grade, altering graded work, collaborating with others on assignments which such has been expressly forbidden, unauthorized removal of tests from classroom or office, and forging signatures on academic documents.

Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating academic dishonesty - intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Plagiarism - the deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

Both CSUMB faculty and students have the responsibility to maintain academic integrity and foster academic honesty while discouraging academic fraud. Incidents of academic

dishonesty are handled by the University's Office of Judicial Affairs in order to ensure that repeated violations are not undetected as they occur in separate departments or with different faculty.

The faculty, as representatives of the University, have the responsibility to encourage academic integrity and to discourage and curtail academic dishonesty. Faculty and students shall report incidents of academic dishonesty to the Office of Judicial Affairs. The Office shall notify the student if a report is received.

Students are responsible for the integrity of their actions and must be willing to accept consequences for these actions. Students have the responsibility to be familiar with the University's Academic Integrity Policy and to seek clarification with faculty if they are unclear about expectations for any assignment. Students are also encouraged to report academic dishonesty. They need not tolerate any action on the part of another that diminishes their own integrity or that of the University.

Addressing Academic Dishonesty

When a faculty member detects student dishonesty, the faculty member will first meet with the student to address the problem (violation). If the faculty member is convinced that dishonesty has occurred, she/he/they will use one or more of the following options:

- Adjust the evaluation of the student's work, i.e., nullify the effort or a portion of it. This action may be taken as part of a decision regarding assignment of a grade.
- Report the academic dishonesty case to the Office of Judicial Affairs (per CSU Chancellor's Executive Order 969 common reporting, <http://www.calstate.edu/eo/EO-969.html>). The form for reporting is available from the Office;
- Refer the matter to the Office of Judicial Affairs for an investigation as part of the Student Disciplinary Procedures. These procedures call for due process, a hearing or the opportunity to waive a hearing and accept a sanction without admitting guilt (an "F" grade supported by a decision in a disciplinary case may not be the subject of a grade appeal or cancelled, and the course involved may not be repeated); or
- All of the above.

Students who engage in dishonest behavior shall be charged with violating Title 5, California Administrative Code, §41301, under the Student Disciplinary Procedures for the California State University established by Executive Order 970 by the Chancellor (<http://www.calstate.edu/eo/EO-970.html>). A copy of these procedures may be obtained from the Office of the Vice President for Student Affairs or the Office of Judicial Affairs.

Grade Appeals

The University's [Grade Appeal Policy](#) details students' rights in challenging their grades if there are grounds such as instructor or clerical error, prejudice, capriciousness, arbitrariness, or not being in alignment with established grading criteria. This includes academic coursework grades as well as field performance grades.

Grievance and the Appeal Process

The MSW program follows the University's [Student Grievance Policy](#) for student grievances NOT involving an academic assessment or grade appeal, harassment or discrimination, financial appeal, or challenges to student records.

Termination of Enrollment

The mission of the MSW program is to prepare students to serve as competent professionals who uphold the values and ethics of the profession. The program is structured in a manner to provide support for students so that termination is unlikely to occur. However, when prevention efforts have not been successful, students may be terminated from the program.

Reasons for which a student may be terminated from the MSW program may include any of, but not limited to, the following situations if the student:

- has a GPA that is below 3.0 for two semesters (academic disqualification);
- has repeat and deliberate incidents of academic dishonesty;
- receives No Credit in the field practicum;
- is dismissed from a field placement;
- exhibits behavior in class or in the field that is contradictory to the Fitness for the Profession Criteria;
- has serious difficulties accepting supervision in field/internship, thereby undermining his or her learning and also placing clients' well-being in jeopardy;
- has unresolved emotional problems that make it difficult for him or her to develop and maintain effective working relationships with clients; or
- fails to secure an approved field placement.

Termination from Fieldwork and the MSW Program

A grade of Credit in field practicum (including field seminar) is a requirement for continuation in the MSW program. Students who receive a grade of No Credit are dismissed from the field/internship. As in all instances of assignment of a final grade, students have the option of appealing that grade according to the Grade Appeal policies and procedures.

There may be other situations that interrupt the timely progression of the field sequence.

These may include documented medical condition or hardship for the student, family member, or another unforeseen situation that disrupt the student's progress in the program. When this occurs, it is likely the student will need to re-enroll in the field seminar and GP courses with a new field placement in the following academic year which will cause a delay in graduation. The student may proceed with other courses, but cannot advance to the AP year of the field sequence (SW 696 and SW 698) until successful completion of SW596 A and 598 has been achieved. Students who are unsuccessful in the second placement experience might be terminated from the MSW program.

Any MSW student exhibiting any of, but not limited to, the following behaviors will be dismissed from the field program. The student, the Field Education Coordinator, and the Faculty Field Liaison, with input from the Field Instructor, will review the circumstances and make a determination of the student's status in the field program.

- Posing an imminent danger of harm to clients, other students, or other professionals in the agency;
- Deliberate disregard or violation of agency policies and/or procedures;
- A deliberate unethical breach of confidentiality such as violation of patient privacy, patient rights, and client confidentiality policies, violation of confidentiality policies regarding agency information or agency staff/personnel;
- Unexplained repeated absences with failure to notify the Field Instructor in the case of absence, or extended absence with no notification or prior approval by the Field Instructor and/or Faculty Field Liaison; and
- Other significant professional issues or ethical concerns such as unprofessional relationships with clients, lying, or misrepresentation of facts.

Procedures to Address Performance Issues in the Field

Referred to the Field Manual for complete procedures. Supervision should be most appropriate setting for students to discuss any concerns with their Field Supervisor and create a plan to solve any issues related to field. If needed the Faculty Field Liaison (seminar instructor) needs to be involved to provide support and guidance for the student. Refer to the Level I and Level II Student and Field Instructor Conference in the Field Manual as well as the appropriate people to involve in the process.

Procedures addressing performance in Fieldwork and standing in the MSW Program

The procedures for addressing performance issues in Field with the possibility of dismissal from the MSW program should call for a meeting including the students, student advisor, field instructor, faculty field liaison, agency representative, Field coordinator and Department Chair. If there is no resolution during this meeting a referral to the SSRC needs to be done.

The Chair of the SSRC will request a committee meeting including the Field Coordinator following the Student Status Review process.

Any member of the faculty, the Field Instructor, the Field Coordinator, or a student may initiate the field termination process by communicating her/his/them concerns to the student's advisor who will then confer with the student to inform her/his/them of concerns regarding field performance, obtain the student's perspective, clarify any information, and determine if the student might wish to withdraw. The faculty advisor in collaboration with the Field Coordinator shall prepare a written report that is presented to the student and the Department Chair. The student advisor in collaboration with the Field Coordinator will work with the student to modify the student's ILP.

VI. STUDENTS' RIGHTS AND RESPONSIBILITIES

Student Rights

MSW students have the right to be engaged in formulating policies and procedures that protect their student freedom and promote access to support services for their learning and growth. These opportunities cover three major areas: MSW program committees, campus support services, and the MSW Student Association.

MSW program committees such as Curriculum or Field provide opportunities for student representatives to attend the meetings and contribute their perspectives to the formulation of policies and procedures that may have an impact on students while they are pursuing study in the program. There is an MSWSA student representative assigned to each of these committees and all students are welcomed at these committee meetings.

Campus support services are available to all students. A complete listing of these support services can be found in Section IX. Student's rights are protected through a number of University mechanisms and policies.

The MSW program follows the [CSU Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation Against Students and Systemwide Procedure for Handling Discrimination, Harassment and Retaliation Complaints by Students.](#)

Students with documented disabilities have a right to academic accommodations and to assistance in the case of emergencies. The CSUMB **Student Disability Resource (SDR)** provides auxiliary aides and services (academic accommodations) to qualified students with disabilities. More information about the SDR is available at: <https://csumb.edu/sdr>.

Student records and confidentiality are governed by the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. 1232g, 1974) The FERPA policy is posted at: <https://csumb.edu/policy/family-educational-rights-and-privacy-act-ferpa/>

The MSW Student Association actively works to protect student's rights, promote student engagement, and provide opportunities for lending student voice to MSW Program matters. Section VIII outlines the MSW Student Association roles and responsibilities.

Student Responsibilities

Students have the responsibility to collaborate in making CSUMB a healthy and safe learning community. Students are thus expected to conduct themselves as mature citizens of the campus community. The CSUMB Academic Integrity Policy is available at: <https://csumb.edu/policy/academic-integrity-policy>

MSW students have a number of responsibilities as members of the MSW Program Community. These responsibilities align with the NASW Code of Ethics <http://www.naswdc.org/pubs/code/default.asp> and adhere to standards that we believe demonstrate fitness for the profession.

An MSW student who has repeatedly demonstrated behavior so contrary to the standards of the social work profession that he/she is deemed unfit for the profession will be subject to an SSRC referral and/or Administrative-Academic Disqualification. In such egregious cases, disqualification will begin with notice from the Department Chair to the student, which shall include an explanation of the basis for the action. The notice will be forwarded to the Dean of the college. The final decision to disqualify a student under these terms shall be made by the Dean of the College of Health Sciences and Human Services in consultation with the Provost; the Dean shall notify the student.

In the MSW program, fitness for the profession is defined as student demonstration of the following professional responsibilities. If any MSW student is consistently unable to meet these responsibilities, he/she is subject to Administrative-Academic Disqualification.

- Professional rapport and relationships with clients, supervisors, colleagues, instructors, and classmates.
- Professional ethics by adhering to the NASW Code of Ethics; ability to demonstrate integrity in relation to:
 - a) Ethical practice;
 - b) Confidentiality;
 - c) Respect for clients, supervisors, colleagues, instructors, and classmates;
 - d) Honesty of communication;

e) Documenting time; and

f) Following through on obligations and contracts.

- Respect for clients' rights and self-determination (see NASW Code of Ethics).
- Ability to communicate clearly, purposefully, and appropriately.
- Ability to differentiate between personal and professional attitudes, values, and beliefs.
- Ability to evaluate, modify, and explain practice decisions.
- Ability to take direction and assume responsibility for one's own learning.
- Willingness to evaluate one's own professional goals, strengths, and limitations.
- Application of concepts, information, and skills appropriately for use in effective problem-solving, intervention, and other social work practice.
- Willingness to take appropriate risks in order to learn and grow professionally.
- Ability to assess one's own impact on others.
- Respect for diverse cultures and lifestyles, and respectful attitudes toward race, culture, ethnicity, age, physical or mental abilities, gender, sexual orientation, religion, or other human diversities in classroom and field setting.
- Ability to take responsibility for decisions.
- Ability to hear and consider viewpoints different from one's own.
- Adherence to the University's sexual harassment policy

VII. MSW STUDENT ASSOCIATION

The MSW Student Association allows students to form their support system and get involved in student leadership, elections, networking with other MSW student groups, and participation in NASW activities to advocate for social and economic justice.

All MSW students are by default members of the Master of Social Work Student Association (MSWSA). MSWSA is an active organization that serves to represent student interests and opinions in the policy-making process, to facilitate communication between students and faculty, to sponsor events that facilitate networking and cohesion among students, to foster linkages with other MSW student organizations on campus, and to participating in

community services. The Association interfaces between the student body and the MSW program faculty and staff.

The Department Chair serves as the initial Faculty Advisor to facilitate the setup of the student association, a faculty member will be assigned for the rest of the academic year. MSW faculty and staff will support the MSWSA with consultation, advisement, space, and time. The Academic Integrity Policy and Student Conduct Code define students' acceptable behaviors in the learning community while interacting with other students on campus. The association website is <https://csumb.edu/socialwork/master-social-work-student-association>. It is also linked to the Department of Social Work website.

Each year (in the spring semester), officers are elected to carry out the functions of the student association. The purposes of the MSWSA are to:

1. Improve communication between MSW students and the University-at-large;
2. Improve communication between MSW students and faculty;
3. Increase participation among MSW students in the decision-making processes that may affect their study and rights;
4. Collaborate with the MSW faculty and staff in planning activities and events that benefit the MSW students;
5. Increase community involvement and awareness through outreach programs; and
6. Network with the local chapter of NASW (California Chapter, Regional B).

The officers of the MSWSA are President, Vice President, Secretary, Treasurer, NASW Representative, Web Liaison, Curriculum Student Representatives, Field Student Representatives, Outreach & Recruitment Student Representative, Alumni Association Representative, and Student Representative to the Community Advisory Board, Caucus Representative, IV-E Representative, and CalSWEC II Mental Health Representative.

MSWSA members select representatives from their cohort to serve on the following MSW program committees: Curriculum, Field, Assessment, and the Community Advisory Board. Student representatives have the right to give input into decisions affecting program policies and procedures on behalf of all MSW students.

The function of each office is stated below:

President: The President represents the CSUMB MSW students and is responsible for communication with the Faculty Advisor (of MSWSA) and CSUMB Student Activities Office, scheduling rooms for monthly meetings and setting agendas, coordinating the Meet & Greet (new student orientation in August) and Field Forums with the MSW program, preparing the elections, and planning for graduation.

Vice President: The Vice President assumes the role as the official representative of the MSW students in the President's absence or as the President's designee. The Vice President also works closely with the Treasurer to plan and implement fundraising activities, social events, celebrations, student-faculty mixers, etc. that benefit CSUMB MSW students.

Secretary: The Secretary is responsible for recording meeting minutes, taking attendances, and distributing minutes to all members; making announcements via email, website, and any other medium that is appropriate; co-managing the association's website, calendar, events, and archive of past minutes with the Web Liaison; and checking the snail mailbox (assigned by the CSUMB Student Activities Office at Otter Student Center – Building 12). The MSW program's office also reserves a mail box for the MSWSA.

Treasurer: The Treasurer prepares requests for funding from the CSUMB Student Activities Office, oversees the budget, keeps track of the bank account, submits financial reports, and helps coordinate activities and events with the Vice President.

National Association of Social Workers (NASW) Representative: This is a liaison position between NASW California Chapter Regional B and CSUMB MSW students. The representative attends the local NASW member/dinner meetings, keeps close contacts with the local NASW group, organizes NASW Lobby Days, and encourages students to join NASW.

Web Liaison (Webmaster): The Web Liaison takes a leading role in creating the MSWSA's website (linked to the MSW program's web pages). Both the Web Liaison and the Secretary co-manage the association's web and work closely with the University authorized Web manager of the MSW program.

Curriculum Student Representatives: The representatives act as the voice for MSW students in curriculum-related matters and forward constructive suggestions for improving the MSW curriculum. They attend the monthly MSW Curriculum Committee meetings. They also need to keep in close contact with the faculty chair of the committee.

Field Student Representatives: The representatives act as the voice for MSW students in field-related matters and forward constructive suggestions for improving the MSW field experience. They attend the MSW monthly MSW Field Advisory Committee meetings. They also need to keep close contacts with the faculty chair of the committee.

Outreach & Recruitment Student Representative: This student representative coordinates with the Admissions Coordinator to plan and participate in recruitment activities, share learning experience in the MSW program with prospective students, and encourage student diversity through community outreach.

CSUMB Inter-Club Council (ICC) Representative: Information about the CSUMB ICC can be found at this link: <https://csumb.edu/icc>

Alumni Association Representative This position is a liaison between current students and the MSW Alumni Association (MSWAA). The representative assists MSWAA to coordinate events and projects including alumni mentoring program, Career Fair, Speaker's Series, etc.

The following positions are not voted for in the general election:

Caucus Representative (to be filled in the future). This is an informal position for students interested in supporting and advocating for special interest caucuses. *One student for each caucus.*

Title IV-E Representative *This representative is voted into office by the IV-E students.*

CalSWEC (Mental Health) Representative *This representative is voted into office by the CalSWEC MH students.*

VIII. CSUMB STUDENT SUPPORT SERVICES

Campus Health & Wellness Center

The [Campus Health Center](#) (CHC) provides urgent, primary, and ancillary care (including occupational medicine), as well as referral services to students, faculty, staff, their dependents, and guests of the CSUMB community. The staff of medical professionals is dedicated to meeting patient needs and promoting wellness and independence. Although our primary focus is to serve CSUMB/CSU students, medical care is available to the general public on a fee-for-service basis - payment is the patient's responsibility.

Fees for CSUMB Students

- No costs for "Basic" level medical services and some diagnostic lab tests performed at the CHC (as defined in [Executive Order #943](#) - office visits, exams, in-house lab tests).
- Discounted rates for medications, lab tests, immunizations, allergy injections. Note: X-rays are available at discounted rates through an off-site **Doctors on Duty** Clinic, <http://www.doctorsonduty.com>.
- No Cost for medical records - please allow a minimum of 24-hours of records on site and 7-10 working days for records archived off-site.
- A fee will be charged for all missed appointments.
- Charges for BCPs and other medications vary.
- No sale of over-the-counter medications or devices (other than standard condoms) and can ONLY refill prescriptions that were originally prescribed at this clinic.

Fees for CSUMB Dependents of Students

- Reasonable fees for all services
- Not covered as part of the Student Health Fees
- Supplemental student health insurance plans may be purchased to provide coverage for dependents and/or spouse

Campus Service Center (CSC)

Building 47, First Floor, <https://csumb.edu/csc>, Phone: (831) 582-5100, Fax: (831) 582-5110, TTY: (831) 582-3372, onestop@csumb.edu.

The Campus Service Center "The CSC" provides forms, information, and front counter support for Admissions & Recruitment, Records & Registration, Financial Aid, and Cashiering. Additionally, the CSC distributes parking permits, Otter ID Cards, and paychecks.

Financial Aid Services

[Financial Aid Office](#), Building 47, Phone: 831-582-5100, Fax 831-582-3782
financial_aid@csumb.edu

The Financial Aid Office offers information regarding a variety of resources to help meet CSUMB Cost of Attendance. Financial Aid Counselors are available to assist with specific questions regarding student loans, scholarships, and grants. For financial aid consideration, students are encouraged to submit a Free Application for Federal Student Aid (FAFSA) before March 2nd.

Cost of Education: Information of the cost of attending CSUMB is available at <https://csumb.edu/cost/>. This website is updated accordingly.

Types of Aid:

- Grants:
 - State University Grant (SUG) and CSUMB Housing Grant might be appropriate for graduate students.
- Loans
- Work Study:
 - Federal Work-Study
 - Student Assistant Employment (CSUMB Career Development Office, 831-582-3845)
- Other Types of Aid:
 - Other Awards
 - Veteran's Benefits
 - Presidential Fee Waiver
- Scholarships

Library

Information and use of the library are available through the following link, <https://csumb.edu/library>

Personal Growth and Counseling Center (PGCC)

Web site: <https://csumb.edu/pgcc> Phone: (831) 582-3969, Fax: (831) 582-4384, E-mail: counseling_center@csumb.edu

The multi-disciplinary staff at the PGCC are dedicated to improving the quality of CSUMB students' lives and aiding them in achieving academic success. The PGCC provides high quality crisis intervention, counseling, consultation, educational outreach programs, support groups, and referrals all designed to help students.

Student Disability Resources (SDR)

Web site: <https://csumb.edu/sdr> Phone: (831) 582-3672, Fax: (831) 582-4024

The Student Disability Resources (SDR) Student Handbook consists of three parts: Student Responsibilities, Faculty Responsibilities, and Disability-related Complaints. Please contact SDR for a copy of the Handbook

Student Housing and Residential Life (East Campus)

East Campus Housing Office (ECHO) Family/Grad Student/Senior Class Level Apartments
Phone: (831) 582-4810, Fax: (831) 582-3523, E-mail:
eastcampusstudenthousing@csumb.edu. 603 Thomas Court, Marina, CA 93933
Weekdays 9:00 AM to 6:00 PM

Alliance Residential Company

Telephone Number: (831) 883-3157

Full-time graduate students (enrolled in at least 8 units) are eligible for campus housing. A student must be a matriculated student making academic progress toward the completion of a degree. Eligibility checks are done each semester to ensure students are in compliance. Students must supply proof of enrollment to meet their eligibility requirements.

New students apply online through the following link, <https://csumb.edu/housing/>

University Police

EMERGENCY: 911, 24 Hour Non-Emergency: 831-655-0268

Jeanne Clery Act The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (commonly known as the Clery Act) information is available through the following link, <https://csumb.edu/clery>

LiveScan and Fingerprinting Services, the [CSU Monterey Bay Police Department](#) offers both Live Scan and Ink (or "hardcard") fingerprinting. We provide fingerprinting services to students, faculty, staff, auxiliary employees, and to the general public.

University Student Clubs and Organizations

CSUMB Student Activities Office maintains a list of student organizations at <http://activities.csumb.edu/>.

Veterans Services

VA Benefits Counselor office hours are 8am - 5pm Monday through Friday. To schedule an appointment call 831/582-3561 or send an E-mail request directly to the counselor at: veteran_services@csumb.edu. Web site: <http://ar.csumb.edu/veterans-services>.

The CSUMB Veteran Services Office provides VA Educational Benefits Certification as well as admissions information and academic counseling. Students planning to attend CSUMB should contact the Veterans Benefits Counselor *Giselle Young* **BEFORE** the beginning of their first semester to be advised on how to file for benefits. Continuing students with VA benefit eligibility will need to submit a VA Enrollment Certification Request form as soon as they have finalized their registration each semester in order to ensure that there is no break in benefits.

IX. DEGREE REQUIREMENTS/ ACADEMIC POLICIES

To be eligible for the MSW degree, the social work graduate students must have completed the following minimum requirements:

- Completion of all required, concentration, field and elective coursework specified in the MSW program curriculum for a total of 60 semester units including the 960 hours of required field practicum in approved sites.
- No fewer than 21 semester units shall be completed in residence. Units for selected courses may be approved for credit by submission of appropriate evidence and documentation that the student has satisfied the associated core competencies and no more than 25% of the units required shall be in courses organized primarily for undergraduate students.

Academic Performance Requirement: The MSW program requires a grade point average of 3.0 (B) or better in all courses taken, except for courses with no letter grade assigned.

Completion of Field Practicum: Students generally complete two separate agency internships (a minimum of 960 total hours) and four semesters of integrative field seminars in partial fulfillment of the graduation requirement. MSW students are placed into human service agencies and organizations approved by the MSW program that can best meet the student's educational needs. MSW interns will work and receive MSW-level supervision in a field agency 16 hours a week for 15 weeks per semester.

Culminating Experience (per California Administrative Code of Regulations, Title 5, Section 40510). Satisfactory completion of the culminating experience depends on successfully finishing an Applied Social Work Research Project. Students will work on a significant social work practice and/or policy problem from an evidence based practice perspective. Foundation- and advanced-year research classes will also prepare students for the culminating experience. Components of the project should include the following: (1) Case study description of the project --identifying and defining the social work practice or policy problem and key stakeholders and their role in the problem; (2) student's major assumptions and significance of the study; (3) goals and objectives of the study; (4) theory used to inform study; (5) literature review of sources used for the study; (6) methodology used to gather data; (7) analysis of the data; (8) results, and (9) conclusion; and, (10) oral and/or electronic presentation.

Advancement to Candidacy

In the fall semester of their final year in the MSW program, students will download the Advance to Candidacy form available from the Registrar's Office, complete the form and submit their unofficial transcripts to the Department of Social Work office. A meeting with

their faculty advisor will be set up so that students who plan to graduate can meet with their advisor to discuss the successful completion of required Advanced Practice courses and electives. Their advisor will review and approve the Advance to Candidacy Form. The Department of Social Work office will send the Advance to Candidacy Forms to the Registrar's office. After Advance to Candidacy forms are submitted, students must complete the CSUMB Graduation Application form and send to Student Services for review and approval.

Application for Graduation

<https://csumb.edu/planning/apply-masters-degree/>

The university has a filing for graduation process. Timely submission of an official Application for Graduation with the processing/diploma fee is required of all Graduate degree candidates.

1. MSW candidates should check the "Important Deadlines" link <https://csumb.edu/planning/important-dates> for specific application periods, deadlines, and fee information.
2. Candidates should "Apply for Graduation" online through Oasis. Instructions are listed through the following link, <https://csumb.edu/oasis/apply-graduation>. Candidates must bring a copy of their completed Advancement to Candidacy Form to their advisor. The advisor will review each Advancement to Candidacy Form and collaborate with students to make any necessary adjustments. During the meeting, **the advisor and student** will initiate the processing of the Advancement to Candidacy through the following link, <https://csumb.edu/employees/graduate-reclassification-request-masters-students-classified-standing-and-advancement>
3. A Graduation Counselor will also check for the following:
 - a. Continuous Enrollment;
 - b. All CSU/CSUMB GPA, unit and additional degree requirements; and
 - c. Terms you attained Classified Standing and Advanced to Candidacy.
4. It is each student's responsibility to review their graduation evaluation and keep the Records Office informed of any changes to their progress toward completion of their degree.

Final Degree Check Evaluation & Confirmation. Once final grades have been posted for the student's graduation term, a final evaluation/review will be completed by the Graduation Counselor to determine degree eligibility.

If ALL degree requirements are met, the student's degree is awarded. An official CSUMB diploma is sent to their "diploma mailing address" via certified mail approximately 4 months after the end of the term. Once the degree has been awarded, no changes can be made to the

student's academic record (such as removal of an old Incomplete grade or grade changes of any kind).

If ALL degree requirements have NOT been met, the student will be notified via CSUMB email of any outstanding degree requirements with further instructions. It is highly recommended that student receiving this notification make contact with their Graduation Counselors with any questions upon receipt of this notice.

The CSUMB Commencement Ceremony. The Commencement Ceremony (often referred to as Graduation), <https://csumb.edu/commencement/> occurs only once per academic year in the month of May. Graduation candidates are eligible and invited to participate in the commencement ceremony only ONCE. Candidates who apply late or move their graduation date following the publication deadlines may miss the printing deadline to have their name listed in the commencement program.

Time Limit for Completing the MSW Program

All coursework leading to the MSW degree must be completed within 7 years from first enrollment in the program. The California Code of Regulations (Section 40510(b)(2), Title 5, Education) requires that no more than seven years may elapse between the day you complete the first course in a master's degree program and the date you complete all requirements for the degree.

Validation of Expired Coursework. In conjunction with an approved extension of the time limit for completing your master's degree, MSW students must validate expired courses by registration, examination, or other appropriate means. Expired courses are those taken seven years or more prior to the date of graduating with your master's degree. MSW students must submit any request for an extension and permission to validate courses for credit through their graduate advisor to the Department Chair.

APPENDICES

National Association of Social Workers (NASW) Code of Ethics,
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, <https://www.cswe.org/Accreditation/Standards-and-Policies>

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