

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO**  
**DIVISION OF SOCIAL WORK**



**GRADUATE PROGRAM HANDBOOK<sup>1</sup>**

**Sacramento, California**

**Fall 2017**

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<sup>1</sup> Although every effort is made to assure the accuracy of the information in this Handbook, students and others who use it should note that laws, rules, and policies change from time to time. Changes may come in the form of statutes enacted by the Legislature; rules, and policies adopted by the Board of Trustees of the California State University or the Chancellor or designee of the California State University; or by the President or designee of the campus. These changes may alter the information contained in this publication. For up to date information, please consult the University Catalog at <http://catalog.csus.edu/>

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## Preface

The purpose of the Graduate Program Handbook is to provide information on the major policy, program, and procedural requirements of the Division of Social Work at California State University, Sacramento (CSUS) in a single source document. This handbook is a supplement to the official California State University, Sacramento Catalogue and the Office of Graduate Studies, and, therefore, information presented here is subject to interpretation under the CSUS Catalogue. This handbook is intended to function as a convenient reference document for students as well as faculty. By becoming familiar with its contents, students and faculty members will find that the administrative functions of the Division will be enhanced and the operation of the graduate program improved overall. In addition, by following the provisions of the handbook, students will be assisted in their overall educational process with a minimum of confusion or delay and with the greatest degree of success.

This handbook will be updated once in a while when the Social Work Graduate Program modified its curriculum standards and policies. The electronic version of the handbook can be found at (<http://www.hhs.csus.edu/swrk>).

For in person contact, please visit the Division of Social Work's main offices in Mariposa Hall 4010. You can also contact the social work office by dialing (916) 278-6943 or email to [socialwork@csus.edu](mailto:socialwork@csus.edu).

Dr. Serge Lee, Research Professor  
Graduate Program Director

## **MISSION AND VISION**

The mission and goal of the Division of Social Work at California State University, Sacramento is built upon the mission and goal of the Council on Social Work Education (CSWE).

### **Council on Social Work Education (CSWE) Mission**

Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its members include over 760 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

### **Division of Social Work Mission**

Established in 1964, the Division of Social Work at California State University, Sacramento is fully accredited by the Council on Social Work Education (CSWE). The Division of Social Work, located in the California state capital, strives to prepare ethical and competent social workers who can both lead and serve our richly diverse populations in the development and delivery of services that contribute to human well-being and social justice. The Division offers professional undergraduate and graduate degree programs that prepare competent and reflective social workers who apply critical thinking in social work practice and research. Rooted in long standing and evolving partnerships with community based agencies, educational institutions, local and state government, we prepare students to effectively serve culturally-diverse and vulnerable individuals, families and communities in various areas and capacities including as practitioners, leaders and social justice advocates.

The following Division of Social Work goals derived from this mission serve as goals for the MSW program. These goals were unanimously adopted by the Division's Faculty Council in February, 2015.

### **Our Vision**

We envision our graduates to be part of a globally conscious educational community with a lifelong passion for learning and a quest for excellence whose practice is guided by a commitment to sustainable human and societal development. Our individual faculty strengths join to create a mosaic of integrated program excellence. Our curriculum is distinctive and continually works toward evaluation and dynamic change through engagement and interaction

with our diverse community. Through teaching, research, and joint collaboration we address solutions to community and world problems using various levels of intervention with a commitment to social justice.

**The mission of the Division of Social Work is strengthened by the following guiding principles that are consistent with the profession's purpose and values:**

- As the Division of Social Work, we value the richness of human diversity; respect for human uniqueness; and constructive response to the challenges of diversity in an evolving pluralistic society.
- We value an educational curriculum and practice approaches that advance social justice: including, but not limited to, the attention to human rights; confrontation and transformation of oppressive forces; and empowerment of populations at risk.
- We value the importance of human relationships that are strengths-based and promote human well-being, through collaborative and partnership processes.
- We value the preparation of ethically-driven, critical-thinking change agents who practice with and on behalf of individuals, families, groups, organizations, and communities.
- We value recruiting and maintaining a diverse faculty who collectively share the Division's guiding principles and whose individual strengths and experiences provide special expertise to accomplish the Division's mission.
- We value the inevitability of change as evidenced by our commitment to a curriculum that is dynamic and responsive to different levels of knowledge and practice approaches.

**The values include:**

- Student success
- Scholarship research and creative activity
- Diversity and inclusion
- Community engagement
- Innovation
- Integrity and
- Accountability

**The strategic goals are to:**

- Enhance student learning and success
- Foster innovative teaching, scholarship, and research
- Commit to engaging the community in building enduring partnerships that strengthen and enrich the region
- Engage students in comprehensive university experience
- Excel as a place to learn, work, live and visit, and

- Promote a strong University identity.

## THE MSW PROGRAM GOALS

The MSW program especially endeavors to prepare graduates for beginning professional practice in one of three specialized areas of practice: behavioral health; children and families; or health and aging. In our region such practice particularly entails effectively providing case management service in diverse settings to diverse client systems. Thus, competence is defined on the basis of both a common body of knowledge, values, skills and abilities for generalist practice with and on behalf of individuals, families, groups, organizations, and communities. Competence is also defined by achievement of benchmarks that demonstrate knowledge, values, skills, cognitive and affective behaviors in specialized practice areas.

1. **Leadership:** Provide leadership in the development and delivery of services responsive to strengths and challenges within the context of human diversity, human rights, oppression and social justice.
2. **Competence:** Prepare ethically-driven, critical thinking, competent entry level and advanced professional social workers with a generalist perspective and skills as applied to specific and emerging areas of practice.
3. **Curriculum:** Provide curriculum and teaching practices at the forefront of the new and changing knowledge base of the theory and research in social work and related disciplines as well as the changing needs of our diverse client systems.
4. **Global Perspective:** Analyze, formulate and influence social policies that develop and promote a global as well as local perspective within the context of the historical emergence of Social Work practice regarding human rights, oppression and social justice.
5. **Accessibility:** Structure and offer programs and curricula in a way that provides availability and accessibility (weekend, night classes) that meets the needs of our diverse student body as well as complies with CSWE accreditation standards.
6. **Diversity:** Recruit, develop and retain diverse students and faculty who will through multi-level practice contribute special strengths to our programs and profession.

### The MSW Foundation Program Learning Objectives

The explicit MSW foundation social work curriculum at California State University, Sacramento was developed and organized to be integrated and consistent with program goals and objectives. It is grounded in a liberal arts and generalist practice, and an integrated coherent professional social work practice from which an advanced specialized curriculum is built.

The MSW foundation curriculum, as all curricula within the Division of Social Work, prepares students for professional practice based on the primary mission of social work to enhance human well-being and help meet the basic needs of all people, with special attention to the needs and empowerment of people who are vulnerable, oppressed, marginalized and living in poverty. The curriculum especially emphasizes the historic and defining feature of social work as our focus on individual well-being in a social context and the well-being of society. There is fundamental attention to the environmental forces that create, contribute to, and address problems in living.

**The premises on which the social work foundation curriculum is built include:**

1. The primary purpose of preparation for competent, effective social work professionals who are committed to practice that especially includes services to the poor and oppressed, people in poverty, and people facing discrimination.
2. The specific foundation of knowledge, values, and professional skills that are grounded in social work's history and philosophy and that further the well-being of people and promote social and economic justice.
3. The preparation for generalist practice at the foundation and advanced practice levels of social work education's continuum.
4. Relevance to and reciprocal ongoing relationships with social work practitioners and groups and organizations that identify MSW practice needs and promote, provide, or seek to influence social policies and social work services.
5. Active engagement of students and faculty in continuous learning and knowledge and skill development.
6. A global perspective which recognizes interdependence at all levels (local through worldwide) of human well-being and social and economic justice; and
7. Leadership within the profession by offering a curriculum that is at the forefront of the new and changing knowledge base of social work and its supporting disciplines.

Thus, the foundation curriculum emphasizes four related purposes of social work practice. These are:

1. The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities;
2. The planning, formation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities;
3. The pursuit of policies, services, resources, and programs through organizational and administrative advocacy and social or political action to empower groups at risk and to promote social and economic justice; and

4. The development and testing of knowledge and skills related to these purposes.

### **The Premises of the Advanced Integrative Practice Concentration Learning Objectives**

Our program delivers an advanced curriculum in the second year of the MSW program consisting of three specialized practice areas. The specialized areas are:

- Behavioral Health.
- Children and Families.
- Health and Aging.

The advanced MSW specialized practice areas were conceived within a context in which advanced practice and skills are required of MSW graduates. The specialized practice areas of behavioral health, and children and families are the most in demand in the marketplace for recent MSW graduates, and health and aging is projected to be on the rise in the coming years. These three areas of specialized practice are critical areas needed for effective development and delivery of social services in the northern California region.

The organizing framework for these advanced practice areas is an Integrative Practice. Integrative Practice connotes the ability to intervene with and on behalf of both individual and community development needs, or micro, meso, and macro systems. Integrative Practice emphasizes people in their social contexts and in situations critical to their health and well-being. Integrative Practice incorporates risk and resilience with appropriate intervention for ameliorating or preventing the risk of harm and maintaining or increasing the level of strengths, empowerment, justice, and health. This specific focus utilizes the liberal arts base and the professional foundation and adds both breadth and depth for advanced practice in the three specialized practice areas.

Each specialized practice area includes; a concentration specific semester in advanced policy, two specialized practice specific semesters in practice, and expectations that students complete 2 of their 3 electives in their specialized practice area. Additionally, MSWII students dedicate one year of course work to research and a culminating experience and field study, both of which are expected to target their specialized area of practice. Each advanced policy course and at least one elective provide macro theory and skills for the students' advanced specialized area of practice.

## **EDUCATIONAL PROGRAM**

The Master of Social Work program is organized as a one year Advance Placement, two-year full time, three-year part time, and three-year weekend sequence consisting of classes and field education experiences leading to the degree. The program helps the student understand the conditions that give rise to human problems and provides an opportunity to address these human

problems using a multi-level integrative practice approach in order to ameliorate or resolve these conditions and their impact on various systems.

### **MSW Advanced Placement Program**

The Advanced Placement Program is suspended and shall be reactivated for fall 2019. The Division is working on new program structures. The first cohort of the reactivated program will begin in Fall 2019.

### **MSW Two-year Full-time Program**

The Two-year Full-time MSW Program is the largest and most popular of our MSW program offerings. Students should expect a full week of graduate level coursework and field education throughout the academic year. Courses are formatted in a linear structure, beginning exclusively in the fall semester and continuing for two years with most students graduating in May of their second year. While it is possible to manage the full-time MSW program and employment, it is suggested that full-time employment be postponed until after graduation to reduce stress and increase the likelihood that students will be able to meet program requirements.

MSW students in the full-time program take four courses per semester or eight courses per academic year. All courses must be completed with at least a 'B' grade. MSW students that failed either a foundation course or a specialist course twice (B- two times) will be dismissed from the program. The structures of the full-time program are displayed below.

#### **Fall Semester**

SWRK 202 *Social Work & Diverse Population*  
SWRK 204A *Social Work Practice I*  
SWRK 235A *Human Behavior & Social Environment*  
SWRK 250 *Social Welfare Policy & Services*  
SWRK 295A *Field Instruction*

#### **Spring Semester**

SWRK 204B *Social Work Practice II*  
SWRK 210 *Methods Social Research*  
SWRK 235B *Human Behavior & Social Environment*  
SWRK ### *First Elective*  
SWRK 295B *Field Instruction*

## Second Year (Specialization)

### Fall Semester

#### (Behavioral Health)

SWRK 206A *Multi-level Prac Behav Health*  
SWRK 296A *Field Inst Behav Health*  
SWRRK ### *Second Elective*  
SWRK 500 (*Thesis/Project*) or SWRK 501  
(*Advanced Research*)

### Spring Semester

SWRK 206B *Multi-level Prac Behav Health*  
SWRK 252 *Adv Policy Behav Health*  
SWRK 296B *Field Inst Behav Health*  
SWRK ### *Third Elective*  
SWRK 500 (*Thesis/Project*) or SWRK 502  
(*Capstone*)

### Fall Semester

#### (Children & Families)

SWRK 207A *Multi Lev Prac Child & Fam*  
SWRK ### *Second Elective*  
SWRK 297A *Field Inst Chld & Fam*  
SWRK 500 (*Thesis/Project*) or SWRK 501  
(*Advanced Research*)

### Spring Semester

SWRK 207B *Multi Lev Prac Chld & Fam*  
SWRK 253 *Adv Policy Chld & Fam*  
SWRK ### *Third Elective*  
SWRK 297B *Field Inst Chld & Fam*  
SWRK 500 (*Thesis/Project*) or SWRK 502  
(*Capstone*)

### Fall Semester

#### (Health & Aging)

SWRK 208A *Multi Lev Prac Health & Aging*  
SWRK ### *Second Elective*  
SWRK 298A *Field Inst Health & Aging*  
SWRK 500 (*Thesis/Project*) or SWRK 501  
(*Advanced Research*)

### Spring Semester

SWRK 208B *Multi Lev Prac Health & Aging*  
SWRK ### *Third Elective*  
SWRK 254 *Adv Policy Health & Aging*  
SWRK 298B *Field Inst Health & Aging*  
SWRK 500 (*Thesis/Project*) or SWRK 502  
(*Capstone*)

## The MSW Weekend and Part-time Program

The three-year weekend MSW program is designed for those who are currently working full-time in the Social Work field so as to expand their knowledge, skills, and employability by working towards earning a master's degree. The program classes are held on Saturdays and Sundays so working students do not have to leave their current employment in order to progress towards a MSW. The weekend program maintains the same course structure as the three year part-time program. Courses are offered on 5 weekend days per semester (once or twice a month) from 8am-5pm. The program is highly competitive as new cohorts are only offered once every three years.

A limited number of applicants each year are accepted into the Three-Year Part-Time MSW Program. The requirements for the Part-Time program are the same as those for the Full-Time program, but the course content is spread into three years with the first year having the least coursework. Applicants may want to consider applying for the Part-Time program if they must work to support themselves or their families or if they have personal circumstances that limit the time they can spend in class or the amount of time they can commit their first year in the program.

Because most of their classmates will be completing the full-time program, part-time students must be able to hold themselves accountable for ensuring they are successfully meeting their requirements on time even while balancing their other obligations. For this reason, applicants should not apply for the part-time program if they cannot work independently and work under pressure.

Please note that MSW students who are in the Weekend Program take classes on weekends while most Part-time Three-year students take classes in the evening. However, there is no guaranteed that Part-time Three-year students can always take their classes in the evening. Such as, when evening class slots are full, Part-time Three-year students will have to take classes on regular day class time.

Either MSW students in the three-year weekend program or part-time three-year take two courses per semester during their first year (MSW 0), and three courses per semester during their second (MSW I) and third years (MSW II) . All courses must be completed with at least a 'B' grade.

**First Year (MSW 0. 0 means no practice course & Field Instruction)**

**Fall Semester**

SWRK 235A *Human Behavior & Social Environment*  
SWRK 250 *Social Welfare Policy & Services*

**Spring Semester**

SWRK 235B *Human Behavior & Social Environment*  
SWRK ### *First Elective*

**Foundation Year Elective Courses**

- SWRK 218 Chemical Dependency (3 units)
- SWRK 232 Spirituality in Social Work (3 units)
- SWRK 261 Grant Writing and Resource Development (3units)
- SWRK 259 International Social Work (3 units)
- SWRK 215 Mediation & Restorative Justice (3 units)
- SWRK 298 SWRK with LGBTQ (3 units)
- SWRK 296D Advanced SWRK with Developmental Disability (3 units)
- Other courses that may be developed during the academic year

## Second Year (MSW I)

### Fall Semester

SWRK 202 *Social Work & Diverse Population*  
SWRK 204A *Social Work Practice I*  
SWRK 295A *Field Instruction*  
SWRK ### *Second Elective*

### Spring Semester

SWRK 204B *Social Work Practice II*  
SWRK 210 *Methods Social Research*  
SWRK 295B *Field Instruction*

## Third Year (MSW II)

### Fall Semester

#### (Behavioral Health)

SWRK 206A *Multi-level  
Prac Behav Health*  
SWRK 296A *Field Inst  
Behav Health*  
SWRRK ### *Third Elective*  
SWRK 500 (*Thesis/Project*)  
or SWRK 501 (*Advanced  
Research*)

### Spring Semester

SWRK 206B *Multi-level  
Prac Behav Health*  
SWRK 252 *Adv Policy  
Behav Health*  
SWRK 296B *Field Inst  
Behav Health*  
SWRK 500 (*Thesis/Project*)  
or SWRK 502 (*Capstone*)

### Fall Semester

#### (Children & Families)

SWRK 207A *Multi Lev Prac  
Chld & Fam*  
SWRK ### *Third Elective*  
SWRK 297A *Field Inst Chld  
& Fam*  
SWRK 500 (*Thesis/Project*)  
or SWRK 501 (*Advanced  
Research*)

### Spring Semester

SWRK 207B *Multi Lev Prac  
Chld & Fam*  
SWRK 253 *Adv Policy Chld  
& Fam*  
SWRK 297B *Field Inst Chld  
& Fam*  
SWRK 500 (*Thesis/Project*)  
or SWRK 502 (*Capstone*)

### Fall Semester

#### (Health & Aging)

SWRK 208A *Multi Lev Prac  
Health & Aging*  
SWRK ### *Third Elective*  
SWRK 298A *Field Inst  
Health & Aging*  
SWRK 500 (*Thesis/Project*)  
or SWRK 501 (*Advanced  
Research*)

### Spring Semester

SWRK 208B *Multi Lev Prac  
Health & Aging*  
SWRK 254 *Adv Policy  
Health & Aging*  
SWRK 298B *Field Inst  
Health & Aging*  
SWRK 500 (*Thesis/Project*)  
or SWRK 502 (*Capstone*)

## Field Practicum

Each student in the graduate program is required to complete a total of four semesters of the field practicum. During the first year of study, students intern with field agencies for two days each week (approximately 16 hours and usually on Thursday & Friday of each week). This first year practicum is closely aligned with the professional foundation courses. During the second year of study, students intern for three days each week (approximately 24 hours and usually on Monday, Tuesday, and Wednesday of each week). This second year practicum is aligned with the student's chosen career goals. The outcome of the graduate field practicum is to prepare students for advanced professional social work practice, for specialized human services positions, and for administrative and leadership positions.

In summary, part-time students do not begin their Field Education until the third semester (second year of their program). Full-time students and second year part-time students must enroll to Field Education concurrently with their social work practice classes, begins with SWRK 204A-*Social Work Practice I* and SWRK 295A-*Field Instruction*. Students that enroll to Field Education are assigned to a social service agency for two days a week (8:00 am to 5:00 pm, Thursday & Friday). In the final year, they are assigned to an agency for three days a week (8:00 to 5:00 pm, Monday, Tuesday, and Wednesday).

These field instruction requirements may only be fulfilled during regular working hours. Provisions for alternative scheduling are minimal. Students are responsible for their own transportation to field instruction sites and for professional liability insurance. Field agencies are located in a broad area around the greater Sacramento region frequently requiring students to travel up to 50 miles one way.

### **Culminating Experience**

A CSUS requirement is the successful completion of the culminating experience by all graduate students. MSW students complete the requirements for the culminating experience using one of three options: (1) SWRK 500-*Thesis*, (2) SWRK 500-*Project*, and (3) SWRK 501-*Advanced Research* and SWRK 502-*Capstone Paper*. A Thesis required two advisors, while a Project required one advisor. The Advanced Research and Capstone courses are to be completed in a structured classroom.

All three options required in-depth understanding and applications of research processes and must demonstrate social work relevance, academic rigor, independence, and social validity and utility. Students must follow the Human Subjects Protection policies and procedures set forth by Sacramento State's Committee for Protection of Human Subjects.

### **Child Welfare (Title IV-E) Program**

The main curriculum contents of the Children and Families specialization is the Title IV-E program. The autonomy for the faculty teaching in the Title IV-E concentration is the same as the faculty teaching in the Behavioral Health and Health and Aging concentration. They all focus on the advanced generalist practice knowledge and skills.

Title IV-E is a competency-based program designed to prepare social workers for a career in Public Child Welfare Services. Title IV-E of the Social Security Act authorized the Foster Care and Adoption Assistance programs to provide federal matching funds to states for directly administering the programs. Its objective was to improve the quality of care of children in foster care, reduce the number of children in foster care, return children to their homes as soon as conditions permit, and facilitate the adoption or permanent placement of children who cannot be returned to their homes.

In 1990, the deans and directors of California's ten graduate schools of social work and the County Welfare Directors Association, with the help of the California Chapter of the National Association of Social Workers and funding from the Ford Foundation, collaborated to create the California Social Work Education Center (CalSWEC). CalSWEC's goal was to improve the education and training of social workers for publicly supported social services. In 1992, CalSWEC entered into a contract with the California Department of Social Services to develop the Title IV-E [of the Social Security Act] MSW program to prepare and provide financial aid for students and graduates for careers in public child welfare.

The program offers stipend or reimbursement support for students interested in Child Welfare practice and policy. Upon graduation, the student must work in a county child welfare services agency or California Department of Social Services (CDSS) child welfare division for a period of time equal to the period for which he/she received support.

A student who is employed in a county or the state Department of Social Services must return to that agency and render one year of continuous and satisfactory full-time employment for each year of stipend award at a level appropriate to a new MSW in public child welfare. If a position meeting these requirements is not available in the agency to which service is owed, the student must apply for and accept an equivalent or higher position in a county child welfare service within a 75-mile radius of the student's residence. If this is not available, the student must search, apply for, and accept an MSW equivalent or higher position in any California county child welfare services agency or the California Department of Social Services.

A student who is *not* a current employee must apply for and accept a position appropriate to a new MSW in a public child welfare agency within a 75-mile radius of the student's residence. If no position is available within 75 miles, the student must search, apply for, and accept an MSW-level position in any California county child welfare services agency or the California Department of Social Services.

<http://calswec.berkeley.edu/CalSWEC/IV-E.html>

### **Pupil Personnel Services Certificate (PPSC) in School Social Work Program**

The Master of Social Work degree program at CSUS is fully accredited by the Council on Social Work Education and the Pupil Personnel Services Certificate in School Social Work program under the California Commission on Teacher Credentialing, therefore, are subject to the rights and responsibilities of programs so accredited. The Pupil Personnel Services Credential in School Social Work program (PPSC in SSW program) is offered through the Division of Social Work in conjunction with the College of Continuing Education (CCE) at Sacramento State. PPSC students take both of their elective courses (6 units) in the summer following the completion of their foundation courses (MSW I) then complete the school internship in the fall and spring of the MSW II

year. For more information on the PPSC in SSW program please review the information on <https://www.cce.csus.edu/>.

## THE MSW PROGRAM APPLICATION

Individuals interested in applying to the MSW Program will need to complete all application materials. Information regarding application requirements can be viewed at the Division's website <http://www.csus.edu/hhs/sw/msw/mswapplication.html>.

Interested students who have completed coursework through a CSWE accredited graduate social work program at another university, may be awarded a limited amount of academic units.

### Degree Completion Checklist

The Master of Social Work degree requires a total of 60 semester hours. Students are to follow closely with their educational contract. After the MSWI course grades are posted, students must complete the Advancement to Candidacy form. Students that deviate their study program from the course list in the Advancement to Candidacy form must fill out the Petition for the Exception and be approved by the Graduate Program Director. Before entering the final semester, students must apply for Graduation and pay the required fees to the Registrar's office. The educational contract for the full-time, part-time, and part-time weekend program is displayed below.

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO – DIVISION OF SOCIAL WORK  
FULL-TIME TWO-YEAR GRADUATE PROGRAM: STUDENT EDUCATIONAL CONTRACT, 2016-2018**

I understand and agree, as a *classified* student in the Master of Social Work Program, I am to schedule time, at least once per semester, to confer with the academic advisor assigned to me in order to review my course of study. My signature on this contract verifies my understanding of the requirements of the professional foundation and the subsequent multi-level practice concentration of the program. An advisor's signature verifies that the program requirements were reviewed with me. Any and all changes or modifications to this planned course of study (waivers, substitutions, advanced standing, transfer of unclassified studies, units transferred from another accredited MSW program, courses taken out of sequence, etc.) must be approved, *in advance*, by the Graduate Program Director. I understand that certain program changes also require approval by the Graduate Center. Requests for approval of program changes must be made on the appropriate forms available in the Division's Advising Center and notated on this Educational Contract. I understand that the Division of Social Work may, if deemed necessary, schedule course offerings during summer sessions.

**FIRST YEAR: PROFESSIONAL FOUNDATION AND BEGINNING CONCENTRATION**

	Fall				Spring			
	Course	Name	Units	Grade	Course	Name	Units	Grade
	SW202	Diverse Populations	3	_____	SW210	Research	3	_____
	SW204A	Practice	3	_____	SW204B	Practice	3	_____
	SW235A	HBSE	3	_____	SW235B	HBSE	3	_____
	SW250	Policy	3	_____	SW _____	Elective	3	_____
	SW295A	Field Instruction	3	_____	SW295B	Field Instruction	4	_____
	Total Units		15		Total Units		16	

I understand that I must satisfy all admissions requirements (if any) and complete the course requirements, as specified in this contract. All courses listed on this contract (completed and projected) comprise the entire sequence I must successfully complete in order to earn the Master of Social Work Degree. I expect to graduate in May 2018..

\_\_\_\_\_  
(Print) Student's Name

**SECOND YEAR: PROFESSIONAL CONCENTRATION**

	Fall				Spring			
	Course	Name	Units	Grade	Course	Name	Units	Grade
	SW206A	Advanced Practice	3	_____	SW206B	Advanced Practice	3	_____
	SW296A	Adv. Field Instruction	5	_____	SW296B	Adv. Field Instruction	5	_____
	SW500	Thesis/Project	2	_____	SW500	Thesis/Project	2	_____
	SW _____	Elective	3	_____	SW252	Advanced Policy	3	_____
	SW _____	Elective	3	_____	Total Units		13	
	Total Units		16		Total Units		13	

\_\_\_\_\_  
Student's Signature Date

\_\_\_\_\_  
Graduate Program Director's Signature Date  
(Needed for all program modifications.)

Please list any approved changes and attach copies of required forms to this educational contract.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CALIFORNIA STATE UNIVERSITY, SACRAMENTO – DIVISION OF SOCIAL WORK  
PART-TIME THREE-YEAR GRADUATE PROGRAM: STUDENT EDUCATIONAL CONTRACT, 2014-2017

I understand and agree, as a *classified* student in the Master of Social Work Program, I am to schedule time, at least once per semester, to confer with the academic advisor assigned to me in order to review my course of study. My signature on this contract verifies my understanding of the requirements of the professional foundation and the subsequent multi-level practice concentration of the program. An advisor's signature verifies that the program requirements were reviewed with me. Any and all changes or modifications to this planned course of study (waivers, substitutions, advanced standing, transfer of unclassified studies, units transferred from another accredited MSW program, courses taken out of sequence, etc.) must be approved, *in advance*, by the MSW Program Director. I understand that certain program changes also require approval by the Graduate Center. Requests for approval of program changes must be made on the appropriate forms available in the Division's Advising Center and notated on this Educational Contract. I understand that the Division of Social Work may, if deemed necessary, schedule course offerings during summer sessions.

**FIRST YEAR: PROFESSIONAL FOUNDATION AND BEGINNING CONCENTRATION**

Course	Name	Units	Grade	
Fall 2014	SW235A	HBSE	3	_____
	SW250	Policy	3	_____
	Total Units		6	

Course	Name	Units	Grade	
Spring 2015	SW235B	HBSE	3	_____
	SW _____	Elective	3	_____
	Total Units		6	

I understand that I must satisfy all admissions requirements (if any) and complete the course requirements, as specified in this contract. Further, I intend to Advance to Candidacy in May 2016. All courses listed on this contract (completed and projected) comprise the entire sequence I must successfully complete in order to earn the Master of Social Work Degree. I expect to graduate in May 2017.

**SECOND YEAR: PROFESSIONAL FOUNDATION AND BEGINNING CONCENTRATION**

Course	Name	Units	Grade	
Fall 2015	SW202	Diverse Populations	3	_____
	SW204A	Practice	3	_____
	SW295A	Field Instruction	3	_____
	SW _____	Elective	3	_____
	Total Units		12	

Course	Name	Units	Grade	
Spring 2016	SW210	Research	3	_____
	SW204B	Practice	3	_____
	SW295B	Field Instruction	4	_____
	Total Units		10	

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

MSW Program Director's Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Needed for all program modifications)

Please list any approved changes and attach copies of required forms to this educational contract.

**THIRD YEAR: ADVANCED (RESIDENCY YEAR: MULTI-LEVEL PRACTICE CONCENTRATION)**

Course	Name	Units	Grade	
Fall 2016	SW204C	Advanced Practice	3	_____
	SW295C	Adv. Field Instruct.	5	_____
	SW500	Thesis/Project	2	_____
	SW _____	Elective	3	_____
	Total Units		13	

Course	Name	Units	Grade	
Spring 2017	SW204D	Advanced Practice	3	_____
	SW295D	Adv. Field Instruct.	5	_____
	SW500	Thesis/Project	2	_____
	SW251	Advanced Policy	3	_____
Total Units		13		

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Consideration of External Social Work Coursework

A very limited amount of academic units may be awarded through the acceptance of course units from other CSWE accredited graduate social work programs. Please note any academic units approved for acceptance will be applied only to elective courses and must have been completed within the past three years. This means that the program does not allow for substitute of required courses outside of electives. Any requests for acceptance of external credit are the responsibility of the student and must be made in writing prior to the end of the second week of the first semester of study in the social work program.

Not more than six units of course work will be considered for acceptance and only when course work was successfully completed with a grade of "B+" or higher. The student is responsible for providing written support relative to the request before submitting a request to the Graduate Program Director. The student is responsible for meeting university level requirements that may be established by the Office of Graduate Studies.

## ACADEMIC ADVISING

Regular and proactive advising serves students more effectively than reactive problem solving. Advisors make themselves available (during their office hours or by appointment) *to meet with their assigned advisees usually once each semester*. Students are strongly encouraged to stop by in their convenience to chat about their study progress with the Graduate Program Director during his office hours as well.

The first step in academically advising any graduate student is to be sure that the student has taken time to do a careful self-assessment about their academic progress, degree requirements, and university/college/division requirements. It is the student's responsibility to know and understand institutional requirements, which are made available through print and electronic resources. It is also the student's responsibility to schedule time to meet with their advisor a minimum of once each semester during their advisor's scheduled office hours.

**Academic advisors are assigned based on the following model.**

### **Two Year Full Time Students:**

- During their foundation year of classes, students are assigned to their practice instructor for academic advising. Please be aware that additional students will be assigned to each full time faculty member given the number of students admitted to the graduate program and the fact that adjunct faculty are not contracted to serve the division beyond instruction.
- As these students move to their advanced second year classes they are assigned to their project/thesis instructors for academic advising. Please be aware that additional students will be assigned to each full time faculty member given the number of students admitted to the graduate program and the fact that adjunct faculty are not contracted to serve the Division beyond instruction.

### **Three Year Part Time Students:**

- During their foundation year of classes, students are assigned to their HBSE instructors for academic advising. Please be aware that additional students will be assigned to each full time faculty member given the number of students admitted to the graduate program and the fact that adjunct faculty are not contracted to serve the division beyond instruction.
- As these students move to their second year classes they are assigned to their practice instructor for academic advising. Please be aware that additional students will be assigned to each full time faculty member given the number of students admitted to the graduate program and the fact that adjunct faculty are not contracted to serve the division beyond instruction.

- As these students move to their third year classes they are assigned to their project/thesis instructors for academic advising. Please be aware that additional students will be assigned to each full time faculty member given the number of students admitted to the graduate program and the fact that adjunct faculty are not contracted to serve the division beyond instruction.

#### **Other Advisors in the Division of Social Work:**

- For outstanding academic issues, questions, or concerns, please refer it to the Graduate Program Director.
- For general questions such as academic calendar and course registration, please refer it to Ms. Melissa Mungazo in Mariposa Hall 4006.
- For grievance, please consult California State University, Sacramento's Student Grievance Procedures at <http://www.csus.edu/umannual/hr/hrs-0128.htm>
- For System wide policies prohibiting harassment, discrimination, and retaliation, please consult the Chancellor's Executive Order No. 1045 at <http://www.calstate.edu/eo/EO-1045.html>
- For consultation in regard to difficult decision such as faculty-student issue, please consult the Chair of the Division of Social Work in Mariposa Hall 4010, or call (916) 278-6943.

### **ACADEMIC STANDARDS AND REQUIREMENTS**

Students should refer to the [Office of Graduate Studies](http://www.csus.edu/gradstudies/) (OGS) (<http://www.csus.edu/gradstudies/>) regarding their academic standing. The Office of Graduate Studies will notify students of their academic standing on the grade report at the end of each semester. Information about issues such as academic probation, disqualification, and reinstatement must be obtained from OGS.

University policy indicates that any graduate student whose GPA falls below a 3.0 will be placed on Academic Probation. MSW program policy is that any student who fails the same course twice will be dismissed from the program. Additionally, any student who receive a grade of B- on any foundation or specialize courses must repeat the course.

Likewise, policies and procedures for registering, adding, and dropping courses should be obtained from the [Registrar's Office](http://www.csus.edu/registrar/) (<http://www.csus.edu/registrar/>).

#### **Responsibility for the Assignment of Grades and Grade Appeal**

Grading is the exclusive responsibility of the instructor, within the guidelines of the University. Neither students nor administrators assign grades.

The Division of Social Work does not have a grade appeal of its own. The Division utilizes the university's grade appeals policies and procedures. Information about grade appeals at the University is found at this [link](#). ([http://www.csus.edu/umannual/Acad\\_Affairs/Grade\\_Appeal\\_Policy.htm](http://www.csus.edu/umannual/Acad_Affairs/Grade_Appeal_Policy.htm)) The Graduate Program Director encourages students and faculty to utilize a more direct and informal resolution process through direct communication.

### **Leaves of Absence/Withdrawal from the University**

The purpose of a leave policy is to afford students certain protections of their rights to specified degree requirement options. Classified graduate students can maintain their status in the MSW program during an absence. In order to maintain these rights and statuses, formal leave should be requested and approval sought when a student will be out of CSUS enrollment two or more semesters.

One's faculty advisor is a starting point for counsel and the Graduate Program Director for approval. The University requires the completion of an appropriate form for securing approval and for protecting student rights to their educational status.

### **Leave of Absence Procedures**

For graduate students, approval is required from the Graduate Program Director. Completed [forms](#) ([www.csus.edu/gradstudies/forms/assorted\\_misc\\_forms/leave\\_of\\_absence\\_request.pdf](http://www.csus.edu/gradstudies/forms/assorted_misc_forms/leave_of_absence_request.pdf)) are submitted to the Admissions and Records Office. Petitions for leaves of absence should be filed in advance of the absence. Retroactive approval is possible based on individual circumstances. At the conclusion of the leave, the Admissions Office may request evidence of the fulfillment of the leave plans.

Students remaining absent beyond the specified period lose benefits of the leave policy. Leaves approved for graduate students do not extend the seven-year time limit for the completion of the graduate degree program. Such graduate students must seek the approval of the Dean of Graduate Studies for requests to re-admit. To return from a leave of absence of more than two semesters, a student must file an application for re-admission during the regular admissions filing period. An application fee must be paid for students out of enrollment for more than two semesters or for students who did not qualify for a leave of absence. Students out of enrollment for only one semester and not attending another university during that period are automatically granted a leave and are not required to file an application for re-admission and pay the fee; however, such students must re-activate their files in the Admissions and Records Office by filing a short form in that office. Students subject to academic disqualification or dismissal or disciplinary action are not eligible for leaves of absence. Disqualified students may be reinstated after one semester out of attendance.

In circumstances where an incoming student needs to withdraw from all courses prior to or during the first-year first-semester they must re-apply.

### **Overarching Principles, Standards, and Educational Performance Outcomes for Students in the Division of Social Work**

The seven items listed below act as philosophical guideposts designed to inform the Division of key elements of performance expectations that we hold important as a program.

1. **Behave in an Ethical Manner.**

A student who behaves in an ethical manner undertakes to thoroughly understand and adhere to professional and personal codes of conduct that reflect an unyielding respect for self and others. This student acts in an ethical and principled manner not because it is expedient or self-serving but rather because to do so engenders, uplifts, and strengthens the inherent value and dignity of all peoples and because it is right in outcome and means.

2. **Take Responsibility for Learning.**

A student who takes responsibility for learning demonstrates intellectual curiosity and initiative. This student understands the importance of regular, punctual attendance, is prepared to learn, sets learning goals, actively engages in learning tasks, uses available resources, evaluates own actions and works, and meets deadlines and due dates.

3. **Think Critically.**

A student who thinks critically demonstrates willingness to question, patience to doubt, and readiness to reconsider. This student reflects on and evaluates information, details, evidence, and/or his or her own ideas and work in order to draw conclusions, solve problems, and/or conduct investigations.

4. **Communicate Skillfully.**

A student who communicates skillfully writes and speaks in a clear, organized, and interesting manner. This student does so in both formal and informal situations and for a variety of audiences and purposes.

5. **Collaborate Effectively.**

A student who collaborates effectively works with peers and/or mentors to produce something greater than he/she could accomplish individually. This student initiates their own involvement, helps lead groups to set and achieve goals, is an active learner, acknowledges contributions, and works towards solutions.

6. **Produce Quality Work.**

A student who produces quality work exceeds the minimum requirements of tasks to create products or performances that reflect skill, creativity, sophistication, and scholarly achievement. This student gives attention to detail and, uses technology effectively to complete tasks, products and/or presentations.

7. **Assumes Responsibility for Obstacles to Learning.**

A student, who assumes responsibility for obstacles to learning prioritizes the need to act on impediments and obstacles, seeks assistance early, as needed, and from appropriate sources, and strives to increase self-awareness about learning style and resources to maximize benefits from all learning experience.

### **STUDENT PERFORMANCE REVIEW STANDARDS**

The expectations and standards students of professional versus non-professional degree programs are, at their core, similar yet different from each other. In professional programs the student is often thrust into course work concurrent with hands-on practice situations that have real impact on the lives of real people with real problems and needs. The expectations and standards of professional programs must therefore interweave scholarship with codes of ethical conduct and scientific rigor with professional competency. The Division of Social Work establishes chief among its goals, in delivering a program of graduate and undergraduate education, the preparation of individuals committed to the knowledge, values, and skills of professional social work practice.

The establishment of and adherence to a clearly articulated set of programmatic goals and performance standards for the Division's students begins with a recognition that becoming a competent and well trained professional in social work is a gradual process. Functional standards of performance capitalize on strategies that uplift and do not focus on diminishing people. The Division believes that its program expectations and requirements promote redemptive not punitive interventions when success or progress toward success is not easily forthcoming.

This means that not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program administrators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom.

## Framework for the Evaluation of Student Performance in the Social Work Program

The Division of Social Work employs the following evaluative framework to guide program faculty and administrators in their responsibility for carefully assessing and regularly monitoring students in the Division's programs regarding the student's ability to function effectively across a variety of professional situations including but not limited to the classroom, field placement, and other settings where the individual is operating as a social work student. There are currently four areas of student capacity, performance, and functioning, which are viewed as inexorably linked in determining if program standards are being achieved. As an example scholastic ability is not sufficient on its own as a determining criteria justifying continued enrollment in the program. That is, all four areas, taken separately, in various combinations, and together are subject to assessment at regular intervals to determine the appropriateness of a student's continued enrollment in the program.

### I. Ability to Acquire Professional Skills

#### A. Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

1. **Written Communication:** Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and complete adequately all written assignments as specified by faculty. Written work must be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades. Students are encouraged to seek Division (tutoring) and University level (writing lab and course work) resources to improve academic skills such as writing and study. Plagiarism (claiming the work of someone else as your own) can potentially result in a grade of FAIL. Students may also be reported to the University Office of Student Affairs and face additional sanctions and ultimate dismissal for serious offenses. Please see the University Policy of Academic Honesty (<http://www.csus.edu/umannual/student/UMA00150.htm>). Students will demonstrate competence in written communication by:
  - Effective use of knowledge: the integration of concepts, theories, and information from readings, lectures, and seminar discussions.
  - The inclusion of personal points of view along with rationale, logic, and examples.

- Organization: thesis as part of the introduction, smooth relationship between ideas and between paragraphs, and overall structure, integrative concluding section.
  - Clarity: understandability, good style and form.
  - Syntax, grammar, and spelling.
  - Timely completion and submission of all written assignments.
2. **Oral Communication:** Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty and field placement agency.

## B. **Interpersonal Skills**

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to meet or exceed the ethical obligations of the profession. These skills include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. The student takes appropriate responsibility for own actions and considers the impact of their actions on others.

Effective learning demands active participation. Take risks even if the environment does not feel completely "safe." One will not meaningfully act in any environment if one does not take risks. In order to enhance feelings of safety, and to create a positive learning environment, the following must apply:

- Attends classes and is prompt.
- Reads assigned course material.
- Get needs met by interacting with others and by raising concerns and criticisms with the instructor. Completes all of one's work.
- Takes personal ownership of expressions of bigotry. In other words, rather than attribute a negative characteristic to a social group or to a member of that group, one begins with, "this is how I have been taught to believe," or "I don't like to admit it but I do have the belief that..."
- Commits to personal/professional growth and self-exploration and behaves in a non-violent manner.

## C. **Cognitive Skills**

Exhibit sufficient knowledge of social work and clarity of thinking to process information and applies it to appropriate situations in classroom and field placement settings. Demonstrate a clear *grounded-ness* in relevant social, behavioral and biological science knowledge and research - including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice and self as practitioner. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge across various settings the student must function in including but not limited to settings and transactions in the classroom, field placement, with faculty and other classmates.

**D. Physical Skills**

Exhibits sufficient motor and sensory abilities to regularly attend and actively participate in class and field placement with or without accommodations. (See section on Accommodations for Disabilities for clarification).

**II. Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice**

**A. Stress Management**

Demonstrates ability to recognize and deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive (appropriate) relationships with colleagues, peers, and others. Students are encouraged to seek Division (academic advisor) and University level (counseling center) resources to assess the best approach to better coping and adaptation.

**B. Emotional and Mental Capacities**

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Students are encouraged to seek Division (academic advisor) and University level (Student Health & Counseling Services at <http://csus.edu/shcs/index.html>) resources to assess the best approach to better coping and adaptation. Engages in counseling resources for self or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the NASW Code of Ethics which can be viewed online at <http://www.naswdc.org/>).

**III. Professional Performance Skills Necessary for Work with Clients and Professional Practice**

### **A. Professional Commitment**

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession as specified in the NASW Code of Ethics.

Demonstrates commitment to the core principles and essential values of social work that includes the respect for the dignity and worth of every individual and his/her rights to a just share of society's resources (social justice).

### **B. Professional Behavior**

Students are to exhibit behaviors that are in compliance with program policies, university policies, professional ethical standards, and societal laws in the classroom, university community, field and community at large. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

Students are to work effectively with others, regardless of level of authority. Advocates for him/her self in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance personal and professional development.

### **C. Self-Awareness**

Students are to exhibit knowledge of how one's values, attitudes, beliefs; emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflect on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

### **D. Ethical Obligations**

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:

- Adherence to the NASW Code of Ethics.
- No history of convictions which are contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.

- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

### Scholastic Performance

By conferring at least once each semester (after, for example, the Registrar releases the semester Grade Report) with students to review and update the Educational Contract, the Graduate Program Director assures compliance with the academic regulations of the University.

#### **A. Academic Standards (This is a brief summary of the policies as stated in the University Catalog)**

While a grade point average (GPA) of 2.5 is sufficient for admissions consideration, graduate students must earn and maintain at least a 3.0 GPA.

- **Academic Probation** when cumulative GPA overall or at CSUS falls below 3.0 for graduate students.
- **Continued Probation** when already on Academic Probation and the semester GPA continues to be less than 3.0 for graduate students.

- **Academic Disqualification** when already on Academic Probation and/or Continued Probation and the earned GPA falls below 3.0 in the active term for graduate students.
- **Academic Disqualification** also occurs if a graduate student receives 3 or more “C” grades during the course of their graduate studies.
- **Academic Dismissal** occurs when an undergraduate student has been reinstated after disqualification but earns a semester GPA below 2.0 or fails to meet the requirements specified in the reinstatement contract. Academically dismissed undergraduate students are not eligible for readmission without at least one semester of absence from CSUS
- **Special Contract** is required for students reinstated immediately after academic disqualification or readmitted after a break in enrollment after having been disqualified at the end of the previous enrollment. A student on this status is allowed to continue on a semester-by-semester basis with achievement reviewed at the end of each semester to determine if continued enrollment is appropriate.

**B. Administrative-Academic Probation and Disqualification** when students have:

- Withdrawn (or fails to enroll) from all or a substantial portion of their courses in two successive semesters or in any three terms;
- Repeatedly failed to progress toward a degree under circumstances within control of the student;
- Failed to comply, after due notice, with an academic requirement(s) or regulation(s).

A student’s academic status is determined by grade point average. Grade Point Average (GPA) is computed by dividing the total number of grade points earned by the number of units attempted, except that neither CR nor NC grades are included in the calculation. A GPA of 2.0 indicates a C average; a 3.0 indicates a B average; a 4.0 indicates an A average.

Students must report errors shown on the grade report form to the Office of Admissions and Records within three months after the semester ends if they wish to request corrections.

**C. Indicators of Academic Performance**

Indicators of academic performance in the Division of Social Work may include but are not limited to the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences.
- Feedback from agency-based or faculty field instructors.
- Observation of classroom, volunteer, or field placement behaviors.
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework.
- Student personal statements or self-assessments.
- Interviews with faculty or other professionals.
- Taped interview situations (audio or video).
- Feedback from students, staff, university, helping professionals, or community.
- Feedback from faculty in other social work programs that students may have attended.
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics, other contracts (performance and nonperformance-based contracts) between the Division and the student.

#### **D. Accommodations for Disabilities**

No student, otherwise qualified, shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Division of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. It is the responsibility of any qualified student with a protected disability (NOT the Division or any of its faculty), requesting a reasonable accommodation, to notify the Services to Students with Disabilities office (online at <http://www.csus.edu/sswd/>) and provide documentation to all parties as needed. The Services to Students with Disabilities office makes recommendations for accommodations. The Division of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and reasonable accommodation. An initial assessment, subsequent plan, use of outside experts (including the Services to Students with Disabilities office), and periodic checks between the Division of Social Work and the student are appropriate courses of action in making reasonable accommodations.

## STUDENT PERFORMANCE REVIEW PROCEDURES

It should be noted that student performance review procedures discussed here are subject to university rules, regulations, and procedures, therefore, circumstances and situations that warrant immediate suspension or dismissal of a student according to university policies or regulations will be followed.

Faculty and program administrators will share pertinent information with each other for the purpose of identifying student issues and in order to further enhance planning, interventive efforts, and problem solving relative to potential performance concerns. Faculty and program administrators are obligated to follow university procedures related to responding to real or potential issues of student performance.

### A. Performance Issues That May Result in a Student Review or Staffing

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, falsifying academic records, or any act designed to give unfair advantage to the student. (Faculty must adhere to university guidelines. For complete University policy and procedures, see California State University, Sacramento, [University Policy Manual](http://www.csus.edu/umannual/student/UMA00150.htm) or online at <http://www.csus.edu/umannual/student/UMA00150.htm>)
- Behavior judged to be in violation of the current NASW Code of Ethics
- Behavior judged to be in violation of the Student Discipline Code (See [University Policy Manual](http://www.csus.edu/admbus/umannual/) or online at <http://www.csus.edu/admbus/umannual/>)
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice.
- Consistent pattern of unprofessional behavior
- Failure to meet any of the performance expectations and standards seen as applicable under these, the Division of Social Work at California, Sacramento Student Performance Review Standards and Procedures

### B. The Two Levels of Review

Two levels of review can occur in the Division of Social Work when assessing student performance. The level of review depends upon the potential seriousness of the concern(s). For purposes of distinguishing between the two levels of performance

evaluation: *Level I Review* is the less formal but still potentially serious of the two levels, while a *Level II Review* or Student Staffing is the more formal and therefore more complex of the two. What follows next is a discussion of the trigger mechanism(s) to be considered when attempting to make a decision on the appropriate level or review, if any, to implement.

### **Level I Review**

Whenever a faculty member, adjunct faculty or field instructor has concern(s) regarding a student's performance he/she shall meet with the student to resolve the concern(s). However, if an issue is warranted to be of a serious nature, the Level I review can be bypassed and a Level II staffing can occur. The faculty member and the Graduate Program Director shall make this decision.

It is strongly recommended that the faculty member, adjunct faculty or field instructor raising a performance concern(s) with a student be prepared to communicate that concern(s) in a clear, concise, and factual documented manner.

If the issue(s) is not resolved, the Graduate Program Director should be contacted. The Graduate Program Director will contact the student's Academic Advisor to help address the concern(s). If necessary, the Graduate Program Director will conduct additional fact finding activity such as reviewing the student's academic record (paper & electronic) and or informally consult with other personnel having current contact with the student (written notes summarizing the sequence, process and outcomes of these meetings and activities should be made on the contact sheet found at the front of the student's Division file thus creating a retrievable record of fact gathering and interventive efforts). It should be noted that a Level I Review may originate with a student's Academic Advisor.

While it is not possible to establish an absolute and precise timetable for a Level I Review to be initiated, conducted and completed, every effort should be made to be as expedient as possible. Acting in an expeditious but nonetheless thorough manner is assumed to minimize the impact on the time and resources of all involved parties. In any event, not more than five business days should elapse from the time that the Graduate Program Director is contacted regarding a Level I Review and when he or she directly responds to the request for involvement. This timeline shall be appropriately amended if such contact is made too close to the end of a semester or the academic year.

### **Level II Review (Student Staffing)**

If an issue is not resolved at the first level of review, or if an issue is serious enough to warrant bypassing a Level I staffing, the Graduate Program Director will decide if an Academic Review and Professional Standards Committee (AR&PSC) meeting will be convened with the student and involved faculty/program members.

A Level II Review involves convening the Academic Review and Professional Standards Committee (AR&PSC) which shall be composed of the Graduate Program Director (AR&PSC, Chair), the faculty member, adjunct faculty or field instructor where concern(s) originated, the student's Academic Advisor (may be the individual with an expressed concern), and anyone else deemed as appropriate in the judgment of the student's Academic Advisor or that of the AR&PSC Chair. The Field Education Director or the appropriate representative is also generally involved unless the staffing involves a student not yet in the field.

If an AR&PSC meeting occurs, it will be the Graduate Program Director's responsibility to inform the student (and all parties concerned) in writing of the AR&PSC's decision(s) which may include one or more of the following actions:

1. Continue the student in the program with no conditions. In these situations, the concern has been addressed and no further action by the student or program is required.
2. Establish formal conditions for the student's continued enrollment in the program. An interventive or remediation plan will be developed by the Graduate Program Director in consultation with the student, and the concerned faculty member as needed. If the issue is found to extend beyond one class, all concerned faculty will be allowed input into the plan. This plan shall:
  - a) specify the concern(s) in as much detail as possible
  - b) indicate the actions to be undertaken by the student
  - c) indicate the date by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct
  - d) be monitored by the Graduate Program Director and the appropriate faculty member either classroom instructors, field liaison or director or the Academic Advisor

The student will be given a copy of the plan and asked to sign it indicating that he or she received a copy of the document. The student will also be informed, in writing, of the right to rebut the Plan or grieve the decision. The student may grieve or rebut the decision by appealing to the Chair of the Division within two weeks. The student may meet with the Dean as the final level of appeal. Interventive plans, all Level II (Student Staffing) reports (should include student's written rebuttal if one is written) will be filed in the student's Division file.

The Graduate Program Director shall, on or before the date specified in the plan for completion of the intervention or remediation, meet with the advisor and/or the faculty who had the concern(s), for a report on the student progress. The Graduate Program Director will also contact the student for input and perception of progress in addressing

the concern(s). Ultimately, one of two outcomes must be attained to finally resolve the concern(s):

- a) The plan is met and the concern is alleviated. This is communicated in writing to all those in the above paragraph, AR&PSC and the Director of the Division. All documentation pertaining to the student review is held confidential by the division.
- b) The plan is not met and concern is not alleviated. The AR&PSC shall recommend that the student be dismissed from the program through declassification.

### **Role of the Academic Advisor in a Level II Review**

The mentoring process is critical to helping both students who enter on academic probation as well as those who develop academic or professional difficulties. The Academic Advisor will set up monthly meetings (more often if necessary) with the student to discuss his or her situation, progress, and development.

### **Reapplication after Dismissal through Declassification**

Any student, who is dismissed from the program through declassification as a graduate student from the Division of Social Work, may, if interested in returning at some later point, reapply to the Division of Social Work (but cannot reapply under any circumstances prior to the passage of one full academic year after being dismissed through declassification). Reapplication requires completing the entire application process again and must be done during the regular application cycle and procedures. The reapplication materials must include written notification from the applicant that they were dismissed through declassification from the Division at some earlier time. Failure to provide such notification in writing to the Division of Social Work will automatically disqualify the student and be cause for immediate denial of readmission.

All reapplication and subsequent readmission consideration to the Master of Social Work graduate program will be considered on a case-by-case basis by the Admissions Committee during the regular admissions process and timelines used by the Division of Social Work. In cases of reapplication, the Chair (or their designate) or faculty representatives of the Admissions Committee will always interview the student.

### **THEIS/PROJECT FORMAT REQUIREMENTS BY DIVISION OF SOCIAL WORK**

It is the responsibility of the student to learn and correctly apply the formatting requirements of the Division and the University prior to submission for format review. For Division requirements refer to the [MSW Graduate Thesis/Project Formatting](#)

[Information Session PowerPoint. \(http://www.csus.edu/HHS/SW/Thesis.Projects/FormattingPresentation.pdf\)](http://www.csus.edu/HHS/SW/Thesis.Projects/FormattingPresentation.pdf)

The Office of Graduate Studies (OGS) has very strict and exact guidelines for formatting, which they provide through their [mandatory formatting workshops \(http://www.csus.edu/gradstudies/CurrentStudents/Thesis-Project-Dissertation/FormattingWorkshops.html\)](http://www.csus.edu/gradstudies/CurrentStudents/Thesis-Project-Dissertation/FormattingWorkshops.html).

Please be aware that the Graduate Program Director is responsible for determining if the thesis/project meets Division of Social Work formatting requirements and **DOES NOT** serve as an editor of thesis/projects.

### **Division of Social Work Thesis/Project Format Review Procedures**

The process for thesis/project approval is outlined below. Each year the Office of Graduate Studies establishes a [schedule of deadlines for thesis/project submission \(http://www.csus.edu/gradstudies/CurrentStudents/Thesis-Project-Dissertation/Submission-and-Deadlines.html\)](http://www.csus.edu/gradstudies/CurrentStudents/Thesis-Project-Dissertation/Submission-and-Deadlines.html).

Additionally, the Division of Social Work annually establishes a deadline for thesis/project submission for format compliance review by the Graduate Program Director. Students are required to meet these deadlines. Failure to meet these deadlines will result in a delay in a student's graduation.

The review and approval process is as follows:

1. The student submits the final version of their thesis/project after they have obtained the advisor's approval and signature.
2. The thesis/project must be submitted for a format compliance review by the Graduate Program Director by the deadline. The Graduate Program Director **DOES NOT** serve as an editor. It is the responsibility of the student to learn and correctly apply the Division and the University format requirements prior to submission for format review (refer to the [MSW Graduate Thesis/Project Formatting Information Session PowerPoint; http://www.csus.edu/HHS/SW/Thesis.Projects/FormattingPresentation.pdf](http://www.csus.edu/HHS/SW/Thesis.Projects/FormattingPresentation.pdf) and [OGS formatting \(http://www.csus.edu/gradstudies/CurrentStudents/Thesis-Project-Dissertation/FormattingWorkshops.html\)](http://www.csus.edu/gradstudies/CurrentStudents/Thesis-Project-Dissertation/FormattingWorkshops.html)).
3. Students are required to log in their thesis/project at the Division's Office.

Waiting until the last day to submit the document will result in delaying your graduation.

## LICENSURE

MSW graduates who are interested in getting their specialized license need to be aware of the following conditions.

### **Pupil Personnel Services in School Social Work Certification**

Section 44266 (c) and (d) of the California Education Code provides for certifying an MSW graduate meeting the requirement for the School Social Work Credential. The Pupil Personnel Services Credential in School Social Work program (PPSC in SSW program) is offered through the College of Continuing Education (CCE) at Sacramento State in conjunction with the Division of Social Work. For more information on the PPSC in SSW program please review the information on the [CCE website \(http://www.cce.csus.edu/course\\_group\\_detail.cfm?gid=374\)](http://www.cce.csus.edu/course_group_detail.cfm?gid=374).

After completion of coursework, fieldwork, and the CBEST, students in the PPS in School Social Work Certificate program may apply for the credential. In order to apply for the credential, students must complete and submit a packet of information to CCE. This information is also found on the [CCE website \(http://www.cce.csus.edu/course\\_group\\_detail.cfm?gid=374\)](http://www.cce.csus.edu/course_group_detail.cfm?gid=374). The Credential Analyst's Office at Sacramento State cannot process your credential application.

### **The Licensed Clinical Social Worker (LCSW)**

The LCSW license is a state-administered license established in California law and intended to protect the public relative to the professional preparations and practices of private social work practitioners. The license, however, is a preferred credential in many public social service agencies. The license may be acquired after securing the Master of Social Work degree from an accredited graduate program in social work and fulfilling the Post Graduate Licensing requirements. The *California Board of Behavioral Science* is responsible for the development and administration of the formal examination for the license and should be contacted for information about all requirements for the license and about dates and places of the examinations by graduates interested in securing the credential. Eligibility criteria include two years of post-master's professional experience under LCSW supervision.

Contact the Board of Behavioral Science Examiners at 916-455-4933 or refer to their web site <http://www.bbs.ca.gov> for detailed information about licensing requirements.

For links to programs and services related to the Division of Social Work or the profession of social work, please visit our Division website at <http://www.csus.edu/hhs/sw/> or call (916) 278-6943.