Colorado State University does not discriminate on the basis of race, age, color, religion, national origin, gender, sexual orientation, veteran status or disability.
Welcome to the School of Social Work at Colorado State University!

Message from the Director of the School

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

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

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

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

Audrey Shillington, MSW, MPE, Ph.D.
Director and Professor, School of Social Work
Welcome to the profession of Social Work, one of the most challenging and simultaneously rewarding careers imaginable! According to the U.S. Department of Labor Bureau and Statistics, Social Work is one of the fastest growing careers in the United States and the need for trained social workers is strong.

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

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

Welcome to the MSW program!

Amy Riep
Amy Riep, MSW, LMSW
MSW Program Director
Director of CLOE
# TABLE OF CONTENTS

**School of Social Work Philosophy and History** ................................................................. 5-8

**The School of Social Work** .................................................................................................. 9-11
1. Vision ................................................................................................................................. 9
2. School Mission .................................................................................................................... 9
3. Guiding Principles ............................................................................................................. 9
4. Core Values ....................................................................................................................... 9
5. General Organization & Administration of The School of Social Work ....................... 10

**Organizational Chart** ........................................................................................................ 12

**The MSW Program** ........................................................................................................... 13-15
1. Our MSW Mission ........................................................................................................... 13
2. Our MSW Goals ............................................................................................................... 13
3. Generalist/ Advanced Generalist Curriculum ................................................................. 14
4. MSW Program Competencies ....................................................................................... 14

**MSW Foundation Generalist Social Work** ................................................................. 15

**MSW Advanced Generalist Social Work** ....................................................................... 16

**Curriculum Description** .............................................................................................. 17-20
1. Required Courses for 2018 Graduates ........................................................................... 19
2. Required Courses for 2019 Graduates ........................................................................... 20

**Field Education** .............................................................................................................. 21-22
1. MSW Field Practicum Requirements ............................................................................. 21

**The Center for Lifelong Learning and Outreach Education** ........................................ 23-24
1. Graduate Certificate Programs ....................................................................................... 23
   a. Pre K-12 School Social Worker Certificate ............................................................... 23
   b. Conflict Resolution & Mediation .............................................................................. 23
   c. Certificate in Advanced Clinical Behavioral Health ................................................. 24
   d. Certificate in Non-Profit Administration .................................................................... 24
   e. Certificate in Military & Veteran Culture ................................................................. 24

**MSW Student Rights and Responsibilities** ...................................................................... 25-31

**Graduation Requirements** ............................................................................................. 32-35

**Processes for Addressing Concerns and Appeals** ......................................................... 36-38

**Student Resources** .......................................................................................................... 39-57
School of Social Work Philosophy and History

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

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

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

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

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

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

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

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

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

Consistent with its roots in supporting human services agencies, the CSU School of Social Work has devoted considerable effort to outreach activities. Substantial collaborations have been in the areas of research, curriculum development for and provision of statewide training to county child welfare and child protection workers. The School also supports other service and research oriented programs including the Human Services Assessment Project (HSAP) that provides assistance to social agencies in program evaluation, Human Animal Bond in Colorado (HABIC) demonstrating the potential of animal assisted human services, and primary prevention activities intended to improve the health and safety of farmers and ranchers in the region through a key role in the High Plains/ Intermountain Center for Agricultural Health and Safety (HICAHS).

In 2002, the name of the Department of Social Work was officially changed to the School of Social Work to more accurately reflect the increased breadth of activities across national and in international arenas.

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

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

In July 2009, the Community Organizing to Reach Empowerment (CORE) Center became a Center within the School of Social Work. The CORE Center was a community-based program serving North Fort Collins residents. The CSU CORE Center, under the leadership of the School of Social Work, became an organizational member of the National Child Traumatic Stress Network (NCTSN) and received a $1.2 million grant from the Substance Abuse Mental Health Agency to deliver trauma-informed, evidence-based interventions to low income Latino children and families in northern Fort Collins. CORE Center in north Fort Collins closed on July 31, 2013. The federal grant that supported the center ended in September 2012, and the center was unable to secure funding to sustain the program. CSU underwrote the center for ten months to assure that all services were smoothly transitioned.

In 2011, the CSU Board of Governors approved a PhD Program in Social Work replacing our successful interdisciplinary PhD collaboration with the School of Education. Additional information about the curriculum and admissions is located on the School of Social Work website: http://www.ssw.chhs.colostate.edu/students/graduate/PhD/index.aspx.

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

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

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

Guiding Principles

1. The School stands for courageous and resolute adherence to professional ethics and values by honoring commitments and upholding the highest standards of academic and scientific integrity.

2. The School is committed to academic rigor, seeking to define and address emerging social challenges thru interdisciplinary collaboration and critical inquiry that inspires innovation.

3. The School respects, honors, and values individual differences and diverse ideas. Using a lens of intersectionality, each person is treated with dignity, care, and respect.

4. The School cultivates a trusting and transparent environment through inclusive planning and decision-making with full, accurate, and timely communication of information.

5. The School proactively responds to emerging trends and issues through social engagement and experiential learning, which are integrated in all aspects of our teaching, research, and service.

Core Values

1. Integrity
   a. Uncompromising adherence to professional ethics and principles
   b. Cultivating or demonstrating trust and honesty in how we relate to each other / in all encounters and situations
   c. Awareness of how we interact with one another as human beings – this means, to be honest, trust the good intentions of our colleagues, show up authentically
   d. The courage to stand where you’re standing and the tenacity to hold what you believe
   e. Professional and personal
2. Transparency --- alternatively, Open and Inclusive
   a. Clear, open, honest communication
   b. Inclusion in decision-making
   c. Full, accurate, timely disclosure of information
   d. Group power and group decision-making, in terms of how we operate as a group
      and how we teach empowerment
   e. Courage

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

4. Empathy
   a. Compassion

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

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

General Organization and Administration of the School of Social Work
The Director of the School of Social Work is responsible for the overall administration of the
School, the curriculum, and the quality of the education provided in the programs. The MSW
Program Director assists the Director with administrative functions of the graduate programs.
Sue Tungate is the Director of the Field Education Program, while field coordinators connect
students with field placements for the MSW program. Faculty members are responsible for
teaching the social work curriculum, preparing students to become professional social workers,
and participating in the governance of the School. Please refer to the organizational chart below.
The MSW Program

The School of Social Work is dedicated to the values and ethics of the profession of social work: the welfare of humankind, the disciplined use of a recognized body of knowledge about people and their interactions, and the marshaling of community resources to promote the well-being of all.

The School’s educational programs prepare graduate students for generalist practice in social work. Generalist social work is regarded both as a perspective and a practice approach because the social worker is taught to recognize the impact, influence, and potential resources available from the context where practice occurs. The intent is to assist students in developing an ongoing responsibility to address their continuing needs for professional development and to become contributors to the social work profession.

Our MSW Mission

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

Our MSW Goals

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

1. Serve as skilled practitioners who engage in ethical, autonomous, and multi-disciplinary practice across system levels utilizing a Person-in-Environment perspective.

2. Serve as leaders who advance social, economic, and environmental justice, promote human rights, and engage in social action to eliminate oppressive conditions for all people.

3. Serve as leaders that value and appreciate human relationships and diversity in its multiple forms and who model and advocate for inclusive practices and cultural humility.

4. Practice life-long learning, engage in scientific inquiry, and utilize critical thinking to inform practice at all system levels.

5. Critically apply relevant theories and social work values to engage, assess, intervene and evaluate practice within changing contexts at all systems levels.
The MSW program at Colorado State University builds upon the foundation generalist perspective and is developed around the advanced generalist model of practice. MSW students will demonstrate generalist (foundation) competencies through completion of prerequisite admission requirements and either successfully completing a BSW from an accredited program or by successfully completing foundation classroom and field learning experiences before reaching the advanced portion of the curriculum. The generalist perspective in social work: (1) is informed by socio-behavioral and ecosystems knowledge; (2) incorporates ideologies that include democracy, humanism, human rights, and empowerment; (3) requires a worker to be theoretically and methodologically open when approaching practice situations; (4) is client-centered and problem-focused while recognizing and building on strengths; (5) involves assessment and intervention at all system levels; (6) is research-based; and (7) requires the demonstration of ten competencies and corresponding practice behaviors as specified below.

**Generalist / Advanced Generalist Curriculum**

The MSW program is fully accredited by the Council on Social Work Education (CSWE) in compliance with their Educational Policy and Accreditation Standards (EPAS). As such, it assumes two levels of professional preparation: foundation level generalist social work and advanced generalist social work practice. Both levels of education include the study of the curriculum areas as defined by EPAS: the advanced generalist level is distinguished by increased complexity, depth and range of knowledge, and advanced practice skills reflected in preparation for advanced practice competencies. The demonstration of practice behaviors at both the foundation and advanced levels requires paying constant attention and adherence to the ethical standards stated in the NASW Code of Ethics, an understanding of human differences and cultural competence; human rights, and social, and economic justice especially as it applies to vulnerable populations; and research- affirmed practice.

To keep our curriculum current and relevant our program will transition from the 2008 EPAS to the 2015 EPAS with our full-time 2017 MSW cohort.

**MSW Program Competencies**

MSW Program competencies reflect the knowledge, values, and skills that are expected of advanced social work practitioners. The MSW program provides a wide range of educational opportunities that enable students to become advanced generalist social work practitioners. The School of Social Work at CSU conceptualizes generalist/advanced generalist practice as a set of competencies (skills, knowledge, values, behaviors and cognitive and affective processes) established by the Council on Social Work Education (CSWE). The MSW curriculum is designed and delivered such that graduates will demonstrate mastery of the 2008 (2018 graduates) and 2015 (2019 graduates) CSWE competencies, with the 2015 competencies reflected below:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

To fully review the CSWE competencies please visit: www.cswe.org

**MSW Foundation Generalist Social Work**

Foundation generalist social work is the focus of the first 25-30 credit hours of the MSW program. The foundation generalist social work practice perspective is built on a liberal arts education and demands that the practitioner view both individual well-being and the transactions between the individual and environment. The generalist perspective in social work: (1) is informed by socio-behavioral and ecosystems knowledge; (2) incorporates ideologies that include democracy, humanism, human rights, and empowerment; (3) requires a worker to be theoretically and methodologically open when approaching practice situations; (4) is client-centered and problem-focused while recognizing and building on strengths; (5) involves assessment and intervention at all system levels; (6) is research-based; and (7) requires the demonstration of ten competencies and corresponding practice behaviors as specified.

The ability to successfully perform each of the practice behaviors (see CSWE EPAS 2015) reflected in the foundation curriculum is determined by (1) the successful acquisition, integration, and synthesis of essential knowledge needed to develop the behavior; (2) an ability to understand and apply social work values and ethical guidelines to practice; (3) ability to think critically; (4) the acquisition of social work skills; and (5) the demonstration of social work practice behaviors.

The knowledge, values, skills, and cognitive and affective processes necessary for foundation students to demonstrate competency mastery informs the foundation curriculum and are prerequisite to the advanced curriculum. Student success at accomplishing MSW foundation competencies are determined as follows: (1) passing grade of C or better in foundation coursework; (2) an overall minimum GPA of 3.0; (3) a grade of satisfactory in foundation field placement as determined by the field instructor and the Director of Field Education; and (4) good standing with the Graduate School and Colorado State University.
MSW Advanced Generalist Social Work

The concentration curriculum of the MSW program prepares students for advanced generalist social work practice. The advanced generalist social work perspective is particularly appropriate and relevant for social workers practicing in Colorado and other western states, as these states face disparate challenges spread across both urban and rural communities. Preparation for advanced generalist social work practice provides the knowledge, values, skills, and affective and cognitive processes for effective and autonomous practice with systems of all types and sizes. The advanced generalist practitioner builds upon and synthesizes knowledge and skills gained at the generalist level of practice. As a result, the advanced generalist practitioner demonstrates increased skill, decision-making, and leadership in assessing, planning, intervening, and evaluating across multiple system levels (individuals, families, groups, organizations, and communities).

The ability to perform a wider selection of practice behaviors also helps conceptualize the advanced generalist social work practitioner. These additional practice behaviors provide the students with increased proficiency in advanced generalist competencies, including; (1) integrating research into practice; (2) increasing ability to analyze value and ethical dilemmas; (3) adding greater depth to the provision of services; and (4) providing the skills to function as more independent social work practitioners. The concentration curriculum encourages interdisciplinary collaboration in autonomous practice, and enhances the student’s ability to address issues of human rights, and social and economic justice especially with populations-at-risk. The concentration curriculum demands that students demonstrate the ability to extend their critical and creative thinking skills.
Curriculum Description

The MSW program is fully-accredited by the Council on Social Work Education (CSWE) in compliance with their Educational Policy and Accreditation Standards (EPAS). As such, it assumes two levels of professional preparation: foundation level generalist social work and advanced generalist social work practice. The advanced generalist level is distinguished by increased complexity in depth and range of skills, and knowledge. This level of practice requires strict adherence to the ethical standards stated in the NASW Code of Ethics, sensitivity to human and cultural differences; human rights, social and economic justice especially as it applies to vulnerable populations, and research-affirmed practice.

The School’s educational programs prepare graduate students for advanced generalist practice in social work. Generalist social work is regarded both as a perspective, and a practice approach where social workers are taught to recognize the impact, influence, and potential resources available to support individuals, families and groups. The intent is to assist students in developing an ongoing responsibility to address their continuing needs for professional development, and to become contributors to the social work profession.

The School of Social Work provides five plans for completing the MSW program;

1. Regular full-time (2 years) - main campus in Fort Collins
2. Advanced Standing full-time (one year) - main campus in Fort Collins
3. Part-time (3 years) – main campus in Fort Collins (primarily day classes, with the 3rd year being full-time)
4. Part-time Hybrid Distance (3 years, combination of online and face-to-face instruction) – varying cohort locations across Colorado
5. Part-time Hybrid Distance Advanced Standing (2 years, combination of online and face-to-face instruction) – varying cohort locations across Colorado
Program Time Table by Cohort

<table>
<thead>
<tr>
<th>Program name</th>
<th>Location</th>
<th>Duration</th>
<th>Method of course delivery</th>
<th>Approximate Admission Deadlines</th>
<th>Program start-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular full-time</td>
<td>Main campus</td>
<td>2 years</td>
<td>Face-to-face</td>
<td>December 31st</td>
<td>Fall (Mid-August)</td>
</tr>
<tr>
<td>Advanced Standing full-time</td>
<td>Main campus</td>
<td>1 calendar year</td>
<td>Face-to-face</td>
<td>December 31st</td>
<td>Summer (Mid-May)</td>
</tr>
<tr>
<td>Part-time— Day classes</td>
<td>Main campus</td>
<td>3 years</td>
<td>Face-to-face</td>
<td>December 31st</td>
<td>Fall (Mid-August)</td>
</tr>
<tr>
<td>Part-time Hybrid Distance</td>
<td>Varied</td>
<td>3 years</td>
<td>Face-to-face and online</td>
<td>June 1st</td>
<td>Spring (Late January)</td>
</tr>
<tr>
<td>Part-time Hybrid Distance Advanced Standing</td>
<td>Varied</td>
<td>2 years</td>
<td>Face-to-face and online</td>
<td>June 1st</td>
<td>Spring (Late January)</td>
</tr>
</tbody>
</table>
# Required Courses for 2018 Graduates

Below are listings of the required courses outlined in a full-time schedule. For other cohort schedules, please visit our website.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK500 Principles and Philosophy of Social Work</td>
<td>3</td>
<td>SOWK 588 Field Placement</td>
<td>6</td>
</tr>
<tr>
<td>SOWK 515 Theoretical Foundations for Social Work Practice</td>
<td>4</td>
<td>SOWK 601 Methods of Research II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 511 Generalist Practice: Small Client Systems</td>
<td>3</td>
<td>Generalist Practice: Large Client Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 520 Social Welfare Policy</td>
<td>3</td>
<td>SOWK 512 Small Client Systems Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 600 Methods of Research I</td>
<td>3</td>
<td>Optional Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 630 Advanced Generalist Practice: Individuals</td>
<td>2</td>
<td>SOWK 634 Advanced Generalist Practice: Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 633 Advanced Social Welfare Policy Analysis</td>
<td>2</td>
<td>SOWK 632 Advanced Practice: Manager/Administrator</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 631 Advanced Community Practice</td>
<td>2</td>
<td>SOWK 688 Field Placement</td>
<td>8</td>
</tr>
<tr>
<td>SOWK 602A Research: Program Evaluation</td>
<td>2</td>
<td>SOWK 602B Research: Program Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 688 Field Placement</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credit Total: 60-63
**Required Courses for 2019 Graduates**

Below are listings of the required courses outlined in a full-time schedule. For other cohort schedules, please visit our website.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK500 Principles and Philosophy of Social Work</td>
<td>3</td>
<td>SOWK 5xx Intersectionality: Power, Privilege and Oppression</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 515 Theoretical Foundations for Social Work Practice</td>
<td>4</td>
<td>SOWK 611 Generalist Practice: Large Client Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 511 Generalist Practice: Small Client Systems</td>
<td>3</td>
<td>SOWK 588 Field Placement</td>
<td>6</td>
</tr>
<tr>
<td>SOWK 512 Small Client Skills Lab</td>
<td>1</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 520 Social Welfare Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 600 Methods of Research I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 520 Research</td>
<td>3</td>
<td>SOWK 60x Advanced Applied Research</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 630 Advanced Generalist Practice with Individuals</td>
<td>3</td>
<td>SOWK 631 Advanced Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 633 Policy Analysis, Advocacy, and Contemporary Issues</td>
<td>3</td>
<td>SOWK 634 Advanced Generalist Practice: Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 688 Field Placement</td>
<td>7</td>
<td>SOWK 688 Field Placement</td>
<td>8</td>
</tr>
</tbody>
</table>

Credit Total: 65

*As our program transitions to implementing the 2015 EPAS the program of study and scheduled courses are contingent upon curricular committee approval. Should further program revisions be required, the 2019 program of study will default to the 2018 requirements. If you have questions about the curricular revision process, please contact the Program Director.*
Field Education

MSW Field Practicum Requirements

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

Field education with a generalist or advanced generalist perspective must encompass learning opportunities in five levels of social work practice that include: individuals, small groups, families, organizations/administration, and communities.

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

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

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

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

Additional information about the field practicum policies and procedures is available in the MSW Field Education Manual.

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

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

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

The Center for Life Long Learning and Outreach Education develops, administers, and integrates degree and non-degree educational programs that extend outside the on-campus degree programs of the School of Social Work. The Center exercises oversight to maintain high quality programs that are consistent with the mission and goals of the School of Social Work, the College of Health and Human Sciences, and Colorado State University.

Graduate Certificate Programs

Through CLOE the School of Social Work offers 5 graduate certificates that allow students and professionals to enhance their curricular focus within diverse helping fields. The certificates require 9 credits through three courses at three credits each. Students who are interested in just one course can also take these courses without enrolling in or applying for the entire certificate. Those who wish to complete the entire certificate must apply for the Graduate Certificate prior to enrolling in their 3rd course of the certificate.

For questions related to any of the certificates or other distance programs, contact Sarah Rudisill, Distance Liaison for the CLOE at sarah.rudisill@colostate.edu.

PreK-12 School Social Work Certificate

This certificate is designed for those holding or in the process of earning an MSW degree. This certificate will prepare you to face the unique challenges of school social work with technical knowledge of policy and intervention strategies. Additionally, SOWK 560 is required by the Colorado Department of Education for licensure as a special services provider.

SOWK 560: Social Work Practice in Schools (offered every spring and summer)
SOWK 561: School Community: People with Disabilities (Offered every spring.)
SOWK 551: Fundamentals of Mediation (offered every term)

Conflict Resolution and Mediation

Mediation is a rapidly growing field of study and practice. An alternative to the legal system and therapy or counseling, the facilitative mediation process empowers people to resolve conflict in a wide variety of areas, including family/divorce and child custody, healthcare, neighborhood/community mediation, landlord/tenant, construction, parent-child, and workplace and organizational mediation.

SOWK 551: Fundamentals of Mediation (offered every term)
SOWK 552: Conflict Management: Health & Elder Care (offered on a rotating basis*)
SOWK 553: Multi-Party Conflict Resolution (offered on a rotating basis*)
SOWK 554: Conflict Resolution in the Work Place (offered on a rotating basis*)
SOWK 556: Divorce and Family Mediation (offered on a rotating basis*)

*to see the current schedule for upcoming courses, visit the School of Social Work Conflict Resolution and Mediation Certificate Page.

Certificate in Advanced Clinical Behavioral Health
The purpose of this certificate is to provide MSW students, social work professionals, and eligible individuals from other disciplines with specialized training in Advanced Clinical Behavioral Health. This certificate will provide curricular focus in psychopathology, psychopharmacology, and trauma informed care.

The courses required for this certificate include:
SOWK 675: Psychopathology and Community Health
SOWK 676: Psychopharmacology and Community Health
SOWK 677: Trauma Informed Care

Certificate in Nonprofit Administration
The purpose of this certificate is to prepare those who seek to work in the nonprofit sector and assume leadership positions.

The courses offered within this certificate include:
SOWK 660: Nonprofit Program Development (offered every fall)
SOWK 661: Financial Development (offered every spring)
SOWK 662: Volunteer Development and Management (offered every summer)

Certificate in Military and Veteran Culture
This purpose of this certificate is designed for professionals working for non-military organizations who provide services for active and veteran military members and their families.

The courses offered within this certificate include:
SOWK 640: Contemporary Issues in Military Culture (offered every summer)
SOWK 641: Military Family Systems (offered every fall)
SOWK 642: Clinical Intervention with Military Personnel (offered every spring)
MSW Student Rights and Responsibilities

To be awarded a MSW degree, students must meet the Graduate School’s expectations, requirements, and deadlines pertaining to successful degree completion. Students are expected to familiarize themselves with and regularly consult The Graduate Bulletin. In particular, students are directed to Section E.1 of The Graduate Bulletin, which describes procedures and requirements for all graduate students. Timothy Frank, Graduate Program Coordinator, is a resource to students for guidance pertaining to procedures, forms and deadlines of the Graduate School.

Student Orientations
Student orientations are scheduled throughout the MSW program to facilitate smooth progress from semester to semester, from foundation content to advanced generalist content, and from coursework to field practicum. Attendance at student orientations is required.

Maintain Good Academic Standing
To meet the requirements for graduation and to remain in good academic standing, a graduate student must demonstrate acceptable performance in course work after being admitted to a graduate program. This requires a cumulative 3.0 grade point average in all regular course work. Regular course work is defined as courses other than independent or group studies, open seminars, thesis/dissertation credits, study abroad, U.S. travel, supervised college teaching, student teaching, practicum, internship, field placement, and any courses graded pass/fail. Overall a 3.00 grade point average must be maintained in regular and non-regular courses graded traditionally (A through F). The grade point average in required courses included on the approved program of study (GS Form 6) must also equal at least 3.0. Students who enter the MSW program on academic probation (based on application GPA’s) must comply with their academic contract that must be signed and agreed upon prior to admissions into the program. If they do not comply with these contracts, they will be dismissed from the program.

In addition, good academic standing requires satisfactory progress in the overall graduate program. Students’ individual graduate advisory committees may render judgments as to whether satisfactory progress is being made toward the degree, taking into account all aspects of academic performance and promise, not necessarily course work alone. A positive judgment is required to remain in good academic standing.

Failure to maintain good academic standing results in being placed on academic probation. (New regularly admitted students will not be placed on probation until they have completed 12 credits or two semesters of graduate work, whichever comes first.) The probationary period extends for one semester beyond the one in which this status is acquired. Once placed on academic probation, the student is required to work with their academic advisor, the MSW Director, and the Director of the School to develop an improvement plan with timelines. The student and their academic advisor are jointly responsible for communicating regularly on the student’s progress.
Students on probation are subject to dismissal by the School or the Associate Vice President of the Graduate School at the end of the probationary semester unless good academic standing has been regained. This requires adequate improvement in cumulative grade point averages (3.00) and/or satisfactory progress as determined by the student’s graduate advisory committee.

A student’s graduate advisory committee or the appropriate school graduate committee may recommend immediate dismissal upon a finding that the student is making unsatisfactory progress toward the degree and that satisfactory progress cannot reasonably be anticipated. Such a recommendation must be documented in writing with substantive justification for this action in lieu of probation. It must be referred to the School Director for approval and the Associate Vice President of the Graduate School for final action. The student may appeal such an immediate dismissal through the existing Graduate School appeals procedure. (See process for addressing student concerns.)

Grades of C or higher must be earned in all required courses on the student’s program of study. A grade of D may be accepted in background courses listed on the program of study, but such courses must be included in the computation of the cumulative grade point average. Standards and requirements for off-campus graduate study in the distance hybrid program are the same as those standards and requirements on campus. The School Director has the basic responsibility for the implementation of this policy (Graduate and Professional Bulletin).

**Academic Integrity**

Students are responsible for understanding the meaning of academic integrity and for upholding the University’s expectations related to academic integrity. Academic dishonesty undermines the educational experiences at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and instructors.

Instructors are expected to use reasonably practical means of preventing and detecting academic dishonesty. Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or University disciplinary action. It is imperative that students take these responsibilities seriously as evidence of academic misconduct may precipitate the student’s immediate (a) failure on an assignment, (b) failure of a course, and (c) dismissal from the program. To assist students in meeting these responsibilities, the following information on academic integrity has been excerpted from the Graduate Student Bulletin, Section L.5.1 Academic Integrity.

**Academic Integrity & Academic Misconduct Defined**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the
educational process. All within the University are affected by the cooperative commitment to academic integrity.

Faculty/instructors shall work to enhance a culture of academic integrity at the University. Each course instructor shall clearly state in their course syllabus that the course will adhere to the Colorado State University General Catalog Academic Integrity Policy and Student Conduct Code. In addition, by the end of the second week of classes and/or in the syllabus, the instructor shall address academic integrity as it applies to their course by providing guidelines about course elements for the students. Each course instructor shall provide the opportunity for students to sign an affirmative honor pledge on any course components of the instructor’s choosing. The honor pledge shall include one of the following statements and may be expanded according to instructor, department, or college practices and policies:

HONOR PLEDGE: I have not given, received, or used any unauthorized assistance.
HONOR PLEDGE: I will not give, receive, or use any unauthorized assistance.

A course instructor may offer the student the opportunity to write out the pledge if deemed practicable. Students may be given the opportunity to include an honor pledge along with electronic submissions of their work. A student’s decision to forego signing the honor pledge shall not be used as evidence of academic misconduct and shall not negatively impact a student's grade.

Students are expected to share responsibility for the academic integrity of the University by reporting incidents of academic dishonesty. Examples of academic dishonesty include (but are not limited to):

- Cheating in the classroom. Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work. Examples include copying the work of another student on an exam, problem set, or quiz; taking an exam or completing homework for another student; possessing unauthorized notes, study sheets, answer codes, programmed calculators, or other materials during an exam; and falsifying exams or other graded paper results.
- Plagiarism. Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment. Examples include a submission of purchased research papers as one’s own work and paraphrasing and/or quoting material without properly documenting the source.
- Unauthorized possession or disposition of academic material. Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; theft or mutilation of library materials; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification. Falsification encompasses an untruth, either verbal or written, in one’s academic work. Examples include receiving unauthorized assistance or working as a
group on a take-home exam, independent exam or other academic work without authorization or lying to avoid taking an exam or turning in other academic work. Furthermore, falsification of any University document is a violation of academic integrity. Examples include student identification numbers, transcripts, grade sheets, credentials, University status, or letters of recommendation. Forging a signature is another specific example of falsification.

- Facilitation of cases of academic dishonesty. Facilitation of any act of academic dishonesty including cheating, plagiarism, and/or falsification of documents also constitutes violation of CSU’s academic integrity. Examples include knowingly discussing specific content of a test or examination you have taken with another student who has not yet taken that test or examination or facilitating, by sharing one’s own work, a student’s efforts to cheat on an exam or other academic work.

A student’s individual graduate advisory committee or an appropriate School graduate committee may recommend immediate dismissal or appropriate lesser penalty where the committee determines that the student has engaged in behavior that is in violation of the NASW Code of Ethics or academic misconduct including but not limited to such acts as cheating, plagiarism, and falsification of data or documents. Such a recommendation must be documented in writing with substantive justification for the recommended action. It must be referred to the Director for approval and the Dean of the Graduate School for final action. The Dean shall secure the concurrence of the University Discipline Officer for any penalty imposed. The student may appeal such action through the existing Graduate School appeals procedure.

**Procedures for Dealing with Academic Misconduct**

Faculty/instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. If a faculty member has evidence that a student has engaged in an act of academic misconduct, the faculty member will notify the student of the concern and make an appointment to discuss the allegations with the student. The student will be given the opportunity to give his or her position on the matter. If the student admits to engaging in academic misconduct or if the faculty member judges that the preponderance of evidence supports the allegation of academic misconduct, the faculty member may then assign an academic penalty. Examples of academic penalties include assigning a reduced grade for the work, assigning a failing grade in the course, or other lesser penalty as the faculty member deems appropriate. The course instructor shall notify the student in writing of the infraction and the academic penalty to be imposed. A copy of this notification shall be sent to the Office of Conflict Resolution and Student Conduct Services.

Faculty/instructors have a responsibility to report to the Office of Conflict Resolution and Student Conduct Services all cases of academic misconduct in which a penalty is imposed. Incidents which the faculty member considers major infractions (such as those resulting in the reduction of a course grade or failure of a course) should be accompanied by a recommendation that a hearing be conducted to determine whether additional university disciplinary action should be taken.
If the student disputes the decision of the faculty member regarding alleged academic misconduct, he or she may request a hearing with the Office of Conflict Resolution and Student Conduct Services. The request must be submitted or postmarked, if mailed, no later than 30 calendar days after the first day of classes of the next regular semester following the date the grade for the course was recorded. If no appeal is filed within the time period, the decision of the faculty member will be final.

If, after making reasonable efforts, the faculty member is unable to contact the student, or collect all relevant evidence before final course grades are assigned, they shall either:
   a. Assign an interim grade of incomplete and notify the student in writing of the reason for this action; or
   b. Refer the case to the Office of Conflict Resolution and Student Conduct Services for a hearing before deciding on a penalty.

A hearing will be conducted with the Office of Conflict Resolution and Student Conduct Services to determine whether a preponderance of evidence exists in support of the allegations of academic misconduct. If the hearing results in a finding of insufficient evidence to support the allegation or clears the student of the charges, the faculty member will determine a grade based on academic performance and without reflection of the academic misconduct charge and change any previously assigned grade accordingly. If the hearing results in finding of academic misconduct, the Hearing Officer and faculty member will confer regarding appropriate sanctions. The faculty member will make the final determination regarding academic penalties, which may include, among other options, assigning a reduced grade for the course, assigning a failing grade in the course, or other lesser penalty as the course instructor deems appropriate. The Hearing Officer will make the final determination regarding University disciplinary sanctions.

In a case of a serious incident or repeat offense of academic misconduct that is upheld through a hearing, the Hearing Officer and the faculty member shall decide whether the student’s transcript will be marked with a notation of “AM,” which will be explained on the student’s transcript as a “finding of Academic misconduct.” A notation of “AM” will be made on the student’s transcript only if the Hearing Officer and the faculty member agree that this penalty should be imposed.

Information about incidents of academic misconduct is kept on file in the Office of Conflict Resolution and Student Conduct Services. No further action is initiated unless the incident constitutes a major infraction, the student has a prior record of University infractions, or there are subsequent reports of misconduct.
Uphold the University’s Student Conduct Code and the NASW Code of Ethics

Students are responsible for learning about and upholding the University’s Student Conduct Code as well as the ethical standards of the National Association of Social Workers (NASW). It is imperative that students take these responsibilities seriously as evidence of a serious breach of the Student Conduct Code or NASW Code of Ethics may precipitate immediate dismissal of a student from the program. To assist students in meeting these responsibilities students are directed to the University’s Student Conduct Code and the NASW Code of Ethics.

Classroom Behavior
The classroom instructor is responsible for all classroom conduct, behavior, and discipline. University policy permits only enrolled students, persons authorized by the instructor, and administrative personnel to be admitted to instructional areas during scheduled periods. University policy and Colorado state law also prohibit all forms of disruptive to obstructive behavior in academic areas during periods of scheduled use or any actions, which would disrupt scheduled academic activity. Use of classroom and other areas of academic buildings during nonscheduled periods is permitted only in accordance with department, college, or University practices.

Any person or persons in unauthorized attendance or causing a disturbance during scheduled academic activity shall be identified by the instructor and asked to leave. Persons refusing such request may be removed by the University police and are liable to legal prosecution and/or disciplinary action.

MSW Program Policy on Missed Class Time

The School of Social Work is responsible for certifying that you have received the basic instruction needed for beginning professional practice. The importance of attending class sessions is illustrated through examples from other professions. For example, would you want to be treated by a physician who skipped lectures on anatomy? Or, would you want to retain an attorney who didn’t show up for tort law classes? Would you want to go to an appointment with a therapist and find them absent again? The same logic applies to social work. A concept that is specific to effective social work practice as well as relevant to the topic of attendance is use of self, which is the ability to comport oneself in an appropriate manner, including active participation, an established pattern of punctuality, and demonstrating professional responsibility and commitment to your learning.

Although the instructor does appreciate your advanced notice of anticipated absence, this action merely exhibits responsible behavior on the part of the student and does not constitute an excused absence. Furthermore, course content is designed to build on each class session and missing even one class can potentially create gaps in your learning and knowledge base. While there are many reasons why students miss class (some are great, others trivial) the nature of your reason for missing class is not the issue. What does matter is that when you are absent the instructor cannot certify that you have mastered the content for the missed class.
Therefore, we highly recommend that you make every effort to attend each and every class and have developed the following attendance policy for the School of Social Work accordingly. **No student may miss 20% or more of any course for unexcused absences.** Excused absences include a. Intercollegiate athletics; b. Collegiate club sports and competitions; c. Conferences and workshops recognized by the University not related to academics; d. Commitments on behalf of the University (ASCSU, band, etc.); and e. Professional activities recognized by the University related to academics. Trainings, work activities, or other events related to field practicum are not considered excused absences. **Students who miss 20% or more of class time [# classroom hours, approximately # classes] will receive a grade of “F” in the course unless they choose to ‘withdraw’ by the semester deadline (see university calendar).**

**Dismissal from the Program**
The Graduate School makes all final determinations regarding dismissal of a student from the program. While no one likes to think about Social Work students being dismissed from the program and members of CSU-MSW faculty and staff are strongly committed to helping students succeed, some circumstances do warrant dismissal. The Graduate School may dismiss a student from the program for reasons of unsatisfactory progress toward completion of their degree based on these considerations:

- The student does not have a cumulative GPA of 3.0 or higher following two semesters on academic probation;
- The student has not passed fieldwork placements;
- There is credible documented evidence that the student has engaged in serious academic misconduct;
- There is credible documented evidence of serious violations of the university’s Student Conduct Code and/or NASW Code of Ethics; OR
- There is credible documented evidence of serious problems with professional behavior that have not been resolved despite documented interventions by CSU-MSW faculty and/or fieldwork educator(s).
Graduation Requirements

During the semester in which the student is enrolled in SOWK 600 or SOWK 601, the MSW program coordinator will send out instructions for completing the program of study form- GS-6. Each student must prepare this form (GS-6), which is the formal statement of what is done to achieve the degree, the summary of all academic planning. The program of study must be filed with the Graduate School before students can register for their fourth regular semester. Students who fail to meet this requirement may be denied subsequent registration. The Graduate School reviews each GS-6 and determines whether the program of study conforms to University policy and that minimum requirements will be met for the degree.

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

Research Requirement

Our graduate program is a Plan B as recognized and structured by the graduate school. MSW students will complete original research in their Advanced Applied Research course during their final semester of study. Alternatively, students wishing to complete an independent thesis must have a confirmed committee and approval from the Program Director before their final two semesters of study.

Procedures for the Appointment of Plan B Graduate Committees

In the final semesters of course work, research faculty assemble a research committee to support and evaluate student projects. The Plan B research committee consists of three members. The Chairperson of the research committee is the student’s instructor, who also serves as their research advisor.

Of the remaining two members, one must be a social work faculty member and one must be a faculty member from a department/unit outside social work to represent the Graduate School. Committees must receive signatory approval from the Director of the School of Social Work.

The recommended Advisory Committee members will be forwarded to the Graduate School for approval. The student’s graduate committee has the following responsibilities:
1. Approve the student’s Program of Study (GS-6)
2. Guide the process of conducting and completing original research
3. Determine if the research product satisfies the Graduate School and School of Social Work requirements
4. Develop plans for academic, professional, and career success with the student

Successful Completion of Field Practicum

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

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

Incompletes

The MSW curriculum is a carefully designed program of study. The foundation curriculum is sequenced over two or more semesters. Students may not complete advanced courses prior to completion of the foundation content. To be eligible to progress to the concentration curriculum, students must successfully complete all foundation courses with a grade of C or better; must have earned an overall graduate GPA of 3.0 or higher; must successfully complete foundation field as determined by the student’s field instructor, faculty consultant, and the Director/Assistant Director of Field Education, and must be recommended by his or her advisor.
Graduate School Forms and Progression

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

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

Graduate Enrollment Requirement and Continuous Registration

All graduate students at Colorado State University are required to be continuously registered in the fall and spring semesters throughout their degree programs. Graduate degree candidates must be either enrolled for at least one credit or must register for Continuous Registration (CR) during the term that they complete their degree requirements. This policy applies from the time of first enrollment through the graduation term. Registration is also required during the summer term if University resources, such as the library or faculty consultation, are used. Students may fulfill this requirement by registering for any graduate credit-bearing course (regular or non-regular). As an alternative, students may opt for Continuous Registration (CR) status. If students opt to register for Continuous Registration (CR), the fee will be $170. Registration for CR status is accomplished in the same way as registration for courses. Section ID numbers appear in the class schedule under the CR prefix. (Graduate and Professional Bulletin).

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

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

- Students completing a Master’s thesis who have registered for six credits of SOWK 699 but require additional time must register for CR to remain active students until they complete their thesis and graduate. Satisfactory progress toward completion of the thesis must be demonstrated each term prior to approval for CR registration.
• Students with extenuating circumstances that prevent regular degree progression may be allowed to enroll in CR for up to two semesters without needing to apply for readmission. In such cases, CR enrollment must be approved by the student’s advisor/committee chair, the Graduate Committee, and the Director of the MSW program.

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

**Program Withdrawal or Non-Continuous Registration**

There are several ways that social work graduate students may exit the MSW program prior to successful completion of the curriculum and graduation: a graduate student may voluntarily withdraw from the MSW program; may be dismissed from the program for scholastic or non-scholastic reasons; or may fail to continuously register in the MSW program (see above). In each of these situations, a student who wishes to re-enroll in the MSW program must formally reapply to the School of Social Work and the CSU Graduate School. The student application will be reviewed by the admissions committee following the normal admissions process. Readmission is not guaranteed.
Processes for Addressing Concerns and Appeals

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

The School of Social Work’s Process

It is the responsibility of an academic school and the faculty to insure that the learning environment is welcoming and respectful to students, faculty, and administrative staff. Students are expected to adhere to the standards of conduct and personal integrity that are in harmony with the NASW Code of Ethics, the educational goals of the institution, and university regulations and to respect the rights, privileges, and property of other people, as outlined in the CSU General Catalog, under Policies and Guiding Principles.

Any student or faculty member having a concern is encouraged to consult with others to determine an appropriate course of action. This enables clarification of whether a problem exists about which he/she may desire to proceed further. The early identification of a grievance is a responsible step toward its resolution. To enable faculty, students, and the school to operate responsibly and sensitively, it is important to keep lines of communication open, to resolve difficulties at as early and as low a level as possible, and to encourage constructive input to maximize and humanize the operation of the program. A grievance process provides due process to both students and faculty. The process must be designed so neither the student nor the faculty member has the inside track to problem resolution. The purpose of the process is to acknowledge legitimate concerns about grades and other academic matters and eliminate harassment and other forms of intimidation, as well as to protect faculty members against unjust and unfair accusations.

If students perceive they have been treated unfairly, the grievance process is provided as a way for students to be heard and to be answered with concern and respect. Because faculty members play a major role in evaluating the performance of students, there is an inherent power difference between faculty and students. Faculty must be exceptionally vigilant in their use of language, jokes, and other forms of communication that can be misconstrued as intimidation or harassment.
Definition of a Concern
A concern exists if a student or faculty member believes there is an issue needing clarification or resolution. The student may be any person associated with the School, and/or taking a School course. The concern may relate to academic matters such as a grade, acceptance into a professional program, or other issues. A concern may also be defined as treatment by a faculty member such that one or both parties experience the behavior as personal abuse. If the concern is related to sexual harassment or the University’s personal abuse policy, the procedures outlined in Appendix 1, Academic Faculty and Administrative Professional Staff Manual should be followed.

Identification of the Concern and the Informal Resolution Process
If a student (or students) decides that the concern warrants action, the first step is to communicate in person or in writing the concern to the person (or persons) with whom the student has concern. The student should communicate in writing or in person with the faculty member about this situation within no more than 10 working days of the incident/event. Because a power differential exists between students and faculty, the student may wish to have another person accompany him/her if there is a face-to-face discussion.

The School of Social Work’s Formal Grievance Procedure
If the informal communication with the faculty members does not resolve the problem, the student may begin the formal grievance process by submitting a written statement to the chair of the School’s Student Affairs and Admissions Committee. This written statement must outline the basis for the complaint and the student should attach any corresponding information needed for documentation. At a minimum, the documentation shall include:
1. The date and particulars of the incident/event in which the student feels aggrieved;
2. A summary of steps that have been taken to deal with the situation; and
3. The desired outcome(s) that is/are being sought.
The student(s) making the appeal shall deliver the complaint to the chair of the Student Affairs and Admissions Committee and the date of its receipt must be recorded on the document and initialed by both the student and committee chair.¹ That date becomes the starting point for the formal grievance process.² The chair of the Student Affairs and Admissions Committee will notify the faculty member of the formal grievance within no more than five working days of its receipt. The faculty member will have no more than five working days to prepare a written response to the grievance and submit that statement to the committee chair.³

If the Student Affairs and Admissions Committee does not find from the written materials that the issue has been resolved, in no more than ten working days after receiving the response from the faculty member, the committee will appoint a grievance hearing committee.

¹ From this point until the conclusion of the process the committee chair shall be responsible for monitoring the process, maintaining copies of all documentation provided, and preparing a record of the actions taken.
² By agreement of both parties, or in the event of pressing emergencies, subject to the written approval of the School Director, the time limits can be extended for reasonable time periods, but should not exceed thirty working days. In the event that parties to the grievance are absent from campus, the chair of the Student Affairs and Admissions Committee may grant up to an additional thirty days at any phase of the process. If the appeal is filed during a summer session, no action will be taken until the beginning of the fall semester.
³ If either party pursues outside legal action, the school grievance process shall immediately cease.
composed of three faculty members and two students to address the complaint. The hearing committee members are to be jointly selected by the Student Affairs and Admissions Committee and the School’s director. Anyone directly involved in the grievance or who has previously reviewed the situation with the student or faculty member will be disqualified from serving on the hearing committee.

The hearing committee shall hold hearings on the complaint in no more than ten working days after its appointment. Either party may be accompanied to the hearing by a person of their choice who can support the student or faculty member’s position. In order to maintain confidentiality in the process, and yet to insure a thorough review of the grievance, it is the hearing committee’s responsibility to solicit input from persons named by each party. It is suggested, for the sake of clarity and due process, that the hearing committee utilize consultation from the University Ombudsman during this process.

Within five days of the conclusion of the hearing, the hearing committee will provide each affected party, the chair of the Student Affairs and Admissions Committee, and the School director with a written statement of its decision regarding the merits of the complaint.

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

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

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

For more details regarding the formal rights and responsibility please see the Graduate and Professional Bulletin, Section L.

Communication and information are necessary for successful progress towards earning the MSW. This is accomplished through student orientations, student representation on School of Social Work committees, monthly meetings with the School of Social Work administrative team, and the advisement process.
Student Resources

Academic Advising
Advisors are responsible for academic advising, career guidance, monitoring a student’s progress in the program, providing information regarding potential field practicum placements, and problem solving. Advisors are available throughout the semester as the need arises for consultation.

The faculty advisor in the Foundation year is the Director of the MSW program. In the distance MSW program, the Program Liaison of CLOE will serve in this role. The advisors are available as needed by appointment and can develop plans for academic, professional, and career success. In addition, members of the field team are available for advisement on field practicums for both Foundation and Concentration field placements.

In the Advanced Generalist Concentration year, the chair of the student’s graduate committee serves as their advisor. The purpose of the committee is to make available to the student a broad range of knowledge and expertise. As the start of the Advanced Generalist coursework is anticipated, students are required to select three graduate faculty members to serve as their graduate committee. The chair and inside committee member come from the School of Social Work, and the outside committee member comes from a department in a related field.

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

Professional Development Opportunities

NASW Membership
NASW is a professional association for social workers that establishes standards for practice, monitors practice trends, drafts legislation, lobbies the legislature, and disseminates information on state regulations, personnel practices, salaries, and jobs. Membership in NASW also allows social workers to join the Academy of Certified Social Workers, a certification program.

Student membership is open to any student currently enrolled in a CSWE-accredited program. CSU social work students are encouraged to join the professional organization, the National Association of Social Workers. The NASW National Office may be reached at 1-800-638-8799. The Colorado Chapter of NASW may be reached toll free at 1-888-595-6279. Student rates are $40.00 per year and include the following benefits:

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

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

Master of Social Work Student Association (MSW SA)

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

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

An open invitation is extended to any MSW faculty, and alumni who would like to be to join meetings and activities. Our meetings are usually held once a month when most students in the MSW program are on campus. The faculty liaison to MSW-SA is Liz Davis and she can be contacted at Liz.Davis@colostate.edu.

Student Representatives
MSWSA students may elect a MSWSA President (MSW Representative to School Council) and representatives to the following School of Social Work standing committees:
(a) School Council (MSWSA President and 1 MSW representative)
(b) Curriculum and Program Evaluation Committee (1 MSW representative)
(c) Student Affairs Committee (1 MSW representative)
(d) Student Advisory Team (SAT) (open participation)
(e) Ad hoc committees as needed

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

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

Phi Alpha Honor Society is

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

**Graduate Membership in Phi Alpha**

A graduate student is eligible for active membership after achieving the following minimum requirements:

- officially recognized as a graduate social work student
- completed 15 credit hours in the Master’s program
- achieved an overall grade point average of 3.75
- submitted a completed application for membership to the Executive Council

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

**On-Campus Resources and Advocacy Groups**

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

**Resources on the CSU Campus**

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

**Diversity and Advocacy Resources on the CSU Campus**

- Asian/Pacific American Cultural Center
- Black/African American Cultural Center
- CSU Student Diversity/International Organizations
- El Centro
- Gay, Lesbian, Bisexual and Transgender Resource Center
- Native American Cultural Center
- Office of Equal Opportunity and Diversity Student Involvement
- Resources for Disabled Students
- Society for Advancement of Chicanos and Native Americans in Science
- Women’s Programs and Studies

**Nondiscrimination policy**

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

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

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

Sexual Harassment Policy
As stated in Section 1.2.2, Sexual Harassment Policy, of The Graduate and Professional Bulletin, Colorado State University does not tolerate sexual harassment among students, employees, or other members of its community. Sexual harassment is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972.

Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature appear in any of the following contexts: (1) submission by an individual is made either an explicit or implicit term or condition of academic standing or of employment; (2) submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with a person’s academic performance or work, or creating an intimidating, hostile, or offensive academic or work environment.

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

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

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

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

Financial Aid Programs
Graduate education is costly. In order to maintain a high quality educational program, the CSU Board of Governors approved Graduate Differential Tuition for several graduate-level programs leading to professional degrees (i.e. social work). Aware of the financial commitment that social work students must make, the School of Social Work is dedicated to expanding the financial aid available to social work students.

Title IV- E Child Welfare Stipend Program
CSU School of Social Work is one of four universities in the State of Colorado that have a Title IV-E Child Welfare Stipend Program and one of three universities in the state that offer stipends at both the Bachelor’s of Social Work and Master’s of Social Work level. This stipend is funded through federal Title IV-E waiver funds and is designed to increase recruitment and retention in the field of child welfare. Students who are interested in pursuing child welfare as a career path may apply for this stipend for their Concentration year Field Placement. This stipend requires a year of field placement for a county child welfare agency, with one year of work payback after graduation.

If you are interested in applying for a stipend, more detailed information can be found on the school’s website here. Additionally, you can contact Sarah.Rudisill@colostate.edu for information.
Scholarships
There are several scholarships that are offered through the College of Health and Human Sciences. The number and amount of awards varies yearly. For the most up-to-date information on available opportunities, please visit the College’s scholarship website here. Most scholarship applications are due on March 1st every year.

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

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

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

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

Faculty and Staff Information:

Kristy Beachy-Quick, M.P.P. – Research Associate
Early childhood and adolescent social policy, program evaluation, capacity building for non-profits, child welfare
kristy.beachy-quick@colostate.edu

Roe Bubar, JD - Associate Professor – Joint appointment with the Ethnic Studies Dept.
Social policy, child sexual abuse in Indian country and Alaska Native communities, children's advocacy centers: multidisciplinary and collaborative approaches in child maltreatment and cultural competency
roe.bubar@colostate.edu

Victoria Buchan, M.S.W., Ph.D. – Professor Emerita
Agricultural health and safety, human service assessment, research methods, program evaluation, interdisciplinary doctoral program, medical social work, occupational social work and practice evaluation
victoria.buchan@colostate.edu

Mary Carraher, M.S.W. – Field Education Coordinator
Women’s issues, poverty alleviation, career decision making, organizational development, legislative and social advocacy.
mary.carraher@colostate.edu

Nishesh Chalise, M.S.W. – HRSA Stipend Scholars Program Evaluator
Community food security, environmental Justice, implementation and diffusion of EBPs in communities and organizations, community-based participatory research (using systems modeling), and application of system dynamics modeling in social work and public health.
chalise@augsburg.edu

Eunhee Choi, M.S.W., Ph.D. – Assistant Professor
Aging, health, and policy, particularly for older workers and volunteers, research methodology, and program evaluation
eunhee.choi@colostate.edu

Liz Davis, M.S.W. – Associate Director of Field Education
School social work, mental health, disabilities, organizations, communities, policy
liz.davis@colostate.edu

Dana Gaines, M.S.W., L.C.S.W. – Advisor and Instructor
Child welfare, trauma informed therapy, and cultural humility
dana.gaines@colostate.edu
John T. Gandy, Ph.D., M.S.W. – Instructor
Criminal justice, restitution, social work education, and higher education issues
john.gandy@colostate.edu

Joni Handran, Ph.D., L.C.S.W., CAC III – Instructor
Trauma-informed care, substance abuse/dependence, mental health, and co-occurring disorders
joni.handran@yahoo.com

Helen Holmquist-Johnson, Ph.D., M.S.W. – Research Associate and Social Work Research Center Assistant Director
Hospice care and medical social work, human-animal bond, clinical assessment, program evaluation and research methods, teaching and learning assessment
helen.holmquist-johnson@colostate.edu

Shannon Hughes, M.S.W., Ph.D. – Assistant Professor
Critical perspectives in mental health and psychopharmacology; psychosocial and peer-run alternatives for persons in acute mental/emotional distress; subjective treatment experiences; training helping professionals to improve prescribing practices; advancing the role of social work in psychopharmacology
shannon.hughes@colostate.edu

Evan Lowe, M.S.W. – Academic Success Coordinator
Higher education, African-American community development, Juvenile justice, Youth and family development, Community Poverty
evan.lowe@colostate.edu

Brenda K. Miles, M.S.S.W. – BSW Program Director
Families and children, environmental issues and social welfare, management of non-profit organizations, practice skills
brenda.miles@colostate.edu

Theresa Morris, M.S.W., L.S.W. – Field Education Program Coordinator
Community-based program design, nontraditional students, policy, veterans, child welfare
theresa.morris@colostate.edu

Rebecca Orsi, Ph.D., M.S. – Research Scientist
Research methods, child welfare outcomes, community organizations
becky.orsi@colostate.edu

Jennifer Portz, Ph.D., M.S.W. – Assistant Professor
Public health, gerontology, and the use of technology interventions with older adults
jennifer.portz@colostate.edu
Amy Riep, M.S.W., L.M.S.W. – MSW and CLOE Director
Child welfare, non-profit development, and international social work
amy.riep@colostate.edu

Sarah Rudisill, M.S. – CLOE Distance Liaison
Child welfare, high risk youth, intervention and prevention programs for high risk youth, adolescent resiliency, human trafficking and raising public awareness of trafficking prevalence in local communities
sarah.rudisill@colostate.edu

Malcolm Scott, M.S.W., Ph.D. – Assistant Professor
Educational access and opportunity; minority undergraduate/graduate educational opportunity; cultural diversity/ethnicity in student achievement and success; service-learning and culturally responsive learning communities; community development; youth and young adult development programs: urban/suburban
malcolm.scott@colostate.edu

Audrey Shillington, M.S.W., Ph.D., M.P.E. – Director and Professor
Adolescent and young adult risk behavior prevention and reduction, psychiatric epidemiology, psychometrics, alcohol and other drug use prevention and intervention
audrey.shillington@colostate.edu

Sue Tungate, M.S.W., Ph.D. – Director of Field Education
Field education, program evaluation research and application, inter-organizational and interdisciplinary collaboration, services coordination and integration
susan.tungate@colostate.edu

Anne Williford, Ph.D., M.S.S.W. – Associate Professor
Bullying, aggression, peer victimization, school-based prevention and intervention, juvenile justice, and gender and racial/ethnic differences in risk
anne.williford@colostate.edu

Marc Winokur, Ph.D. – Director of the Social Work Research Center (SWRC)
Program evaluation, empirical practice, research
marc.winokur@colostate.edu

Jamie Yoder, M.S.W., Ph.D. – Assistant Professor
Juvenile Justice, Sexual and Non-Sexual Offenders, Mental Health, Child Welfare, Youth
jamie.yoder@colostate.edu

Paula Yuma, Ph.D., M.P.H. – Assistant Professor
Health disparities, neighborhood characteristics and well-being, maternal and child health
paula.yuma@colostate.edu
Marie Villescas Zamzow, M.S.W., L.C.S.W. – Instructor and Advisor
Mental health, child welfare, diversity
marie.villecas@colostate.edu
<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reuben Addo</td>
<td><a href="mailto:reuben.addo@colostate.edu">reuben.addo@colostate.edu</a></td>
</tr>
<tr>
<td>Susan Blanco</td>
<td><a href="mailto:susan.blanco@colostate.edu">susan.blanco@colostate.edu</a></td>
</tr>
<tr>
<td>Samantha Brown</td>
<td><a href="mailto:samantha.brown@colostate.edu">samantha.brown@colostate.edu</a></td>
</tr>
<tr>
<td>Michael Cortes</td>
<td><a href="mailto:michael.cortes@colostate.edu">michael.cortes@colostate.edu</a></td>
</tr>
<tr>
<td>Johanna Ulloa Giron</td>
<td><a href="mailto:johannau@colostate.edu">johannau@colostate.edu</a></td>
</tr>
<tr>
<td>Leah Jones</td>
<td><a href="mailto:leah.jones@colostate.edu">leah.jones@colostate.edu</a></td>
</tr>
<tr>
<td>John Kefalas</td>
<td><a href="mailto:john.kefalas@colostate.edu">john.kefalas@colostate.edu</a></td>
</tr>
<tr>
<td>Angela Mead</td>
<td><a href="mailto:angela.mead@colostate.edu">angela.mead@colostate.edu</a></td>
</tr>
<tr>
<td>Kristin Leigh Mooney</td>
<td><a href="mailto:kmooney@mail.colostate.edu">kmooney@mail.colostate.edu</a></td>
</tr>
<tr>
<td>Cathy Lopez Wessell</td>
<td><a href="mailto:cathy.lopez_wessell@colostate.edu">cathy.lopez_wessell@colostate.edu</a></td>
</tr>
<tr>
<td>Annetta Niesent</td>
<td><a href="mailto:annetta.niesent@judicial.state.co.us">annetta.niesent@judicial.state.co.us</a></td>
</tr>
<tr>
<td>Holly Panetta</td>
<td><a href="mailto:holly.panetta@colostate.edu">holly.panetta@colostate.edu</a></td>
</tr>
<tr>
<td>Jonathan Singer</td>
<td><a href="mailto:repsinger@gmail.com">repsinger@gmail.com</a></td>
</tr>
<tr>
<td>Mindy Van Kalsbeek</td>
<td><a href="mailto:mindy.van_kalsbeek@colostate.edu">mindy.van_kalsbeek@colostate.edu</a></td>
</tr>
<tr>
<td>Neomi Vin-Raviv</td>
<td><a href="mailto:neomi.vin-raviv@colostate.edu">neomi.vin-raviv@colostate.edu</a></td>
</tr>
<tr>
<td>Danielle Willis</td>
<td><a href="mailto:danielle.willis@colostate.edu">danielle.willis@colostate.edu</a></td>
</tr>
</tbody>
</table>
School of Social Work Office
Our main office is located in 127 Education Building and is open from 7:45 a.m. - 4:45 p.m. during the academic year, and from 7:30 a.m. - 4:30 p.m. during the summer. The faculty mailboxes are located in Education 127. Feel free to use these boxes to leave messages for your professors, books, etc.

Office Staff

Tricia Howley - Communications Coordinator & Office Manager
tricia.howley@colostate.edu

Karmen Kelly – Financial Officer
karmen.kelly@colostate.edu

Timothy Frank – Graduate Program Coordinator
timothy.frank@colostate.edu

Keli Murray - Field Education Program Administrator
keli.murray@colostate.edu
**Campus Resources**

**Academic Advancement Center** (AAC)/Student Support Services (SSS)
Academic support for first-generation college students, low income, and students with disabilities. Located in 117 Gibbons, 491-6129

**Academic Computing and Networking Services** (ACNS)
Provides assistance for problems and questions with email and eID and instructions for forwarding Rams email to an address you will use
First Floor Morgan Library, 491-7276

**Academic Department Advising**
See CASA’s “Colorado State University Majors by Interest Areas

**Admissions**
Campus tours for prospective students and their families, college fairs, high school visits and various visitation programs on campus.
Colorado State University Welcome Center, Ammons Hall, 491-6909

**Adult Learner and Veteran Services**
Assistance with the transition of veterans and adult students to campus life
288 Lory Student Center, 491-3977

Advocacy Offices: see Student Diversity Programs and Services

**Alumni Association**
Organization dedicated to keeping RAM Pride alive and to raise awareness of the Alumni Association CSU Alumni Center
Iris & Michael Smith Alumni Center, 701 W Pitkin St, 491-6533

**Arts and Sciences Tutoring**
Free tutorial for many math, science and liberal arts courses
TILT Building, 491-2276

**Asian/Pacific American Cultural Center** (APACC)
Supports the matriculation, retention, and graduation of Asian/Pacific American Students
Lory Student Center, 491-6154

**Assistive Technology Resource Center** (ATRC)
Ensures equal access to technology and electronic information for Colorado State University with disabilities as defined by the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act., 302 Occupational Therapy Building, 491-6258

**Associated Students of Colorado State University** (ASCSU)
CSU Student Government
206 Lory Student Center, 491-5931

**Association for Student Activity Programming** (ASAP)
Provides and sponsors educational and entertainment programs for all students
Lory Student Center, 491-6444

**Black/African American Cultural Center** (BAACC)
Provides support and encouragement to African American students for their academic, professional, cultural, and personal development
335 Lory Student Center, 491-5781

**Business Diversity and Leadership Alliance** (BDLA)
A student organization for Business majors that offers opportunities for community, service, and leadership, with a focus on diversity and social justice issues

**Campus Activities**
130 Lory Student Center, 491-6444

**Campus Recreation**
Provides services for fitness, wellness, Club Sports, physical therapy, & recreation
Student Recreation Center, 491-6359

**Career Center**
Assists students and alumni in their exploration of academic majors and professional opportunities, walk-in career counseling
120 Lory Student Center, 491-5707

**Collaborative for Student Achievement**
Located in the east side of the stadium, 491-7095

**College of Agricultural Sciences**
121 Shepardson, 491-6274

**College of Business**
110 Rockwell Hall - West, 491-4622

**College of Engineering**
Suzanne and Walter Scott, Jr. Bioengineering Building, 491-3366

**College of Health and Human Sciences**
217 Gibbons, 491-6331

**College of Liberal Arts**
C138 Clark, 491-5421

Warner College of Natural Resources
101 Natural Resources, 491-6675

College of Natural Sciences
117 Statistics, 491-1300

College of Veterinary Medicine and Biomedical Sciences
W102 Anatomy Building, 491-7051

Computer Labs
The College of Health & Human Sciences’ computer labs are located in Room C112 Aylesworth, Room 220 Education Building, Room 317 Gifford Building, and Room B-219A Moby, and Rooms 200 & 201 Preconstruction Center. Social work students primarily use Room 220 Education.

Conflict Resolution and Student Conduct Services
Provides facilitated conversations between willing parties of students and/or faculty/staff who are in conflict, 501 W Lake St., Suite A, Aggie Village Walnut, 491-7165

Counsel on Social Work Education (CSWE)
CSWE is a nonprofit national association representing individuals, graduate and undergraduate programs of professional social work education. This partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.
CSWE Educational Policy and Accreditation Standards Handbook

CSU Health Network
Nurse Helpline 24/7 491-7121
Mental Health Crisis Intervention 491-7111
CSU Health Network Counseling Services
Provides support through individual and group programs to help students cope with personal and academic difficulties. This includes alcohol & drug treatment and educational programming. 491-6053
Drugs and Alcohol Programs
Designed to meet the needs of students who are facing issues related to alcohol and drug use 491-4693
Learning Assistance Program
Provides assistance to students experiencing academic performance problems, including attention and/or learning difficulties.
123 Aylesworth Hall NW, 491-6053
Stress Management and Biofeedback Program
Enables students to learn the skills necessary to relieve the negative consequences of stress. 491-6053

Diversity - [Graduate Center for Diversity and Access](#)
Provides activities and programs that prepare diverse students as strong candidates for graduate school.
108 Student Services, 970-491-3702

[Division of Student Affairs](#)
Oversees services and programs that engage students in their academic and personal development
201 Administration Bldg, 491-5312

[Education Abroad](#) (See also International Programs)
Laurel Hall, 491-6342

[Educational Opportunity Center (EOC)](#)
First generation college students can receive FAFSA and scholarship search assistance
304 Student Services Building, 491-6473

[El Centro](#)
Serves and supports Chicano/ Latina students and provides a comfortable atmosphere in which students feel appreciated and safe.
491-5722

[Ethnic Studies Department](#)
The Department offers an Ethnic Studies interdepartmental Liberal Arts Major, a Major or Minor in Ethnic Studies, and a Master of Arts degree. Faculty and staff are especially committed to nurturing civic-minded and culturally informed students who strive to strengthen the communities in which they reside by working towards meaningful changes in public policy and social life.
202 Eddy Building, 491-2418

[Fraternity & Sorority Life](#)
142 Lory Student Center, 491-0966

[Office of Financial Aid](#)
Provides students and their families with information on financial aid and other financial services
Centennial Hall, 491-6321

[GUIDE - Gaining Understanding through Involvement, Diversity and Education](#)
Provides resources for leadership development, diversity, and social and passive programming
Palmer Center, 491-4701
International Programs
Brings an international perspective to all facets of University activity
Laurel Hall, 491-5917
  • Education Abroad
  • International Student and Scholar Services

Library (Morgan Library)
Morgan Library, 491-1841
Renae Newhouse is the librarian supporting the School of Social Work. She is available at 970-491-5338, renae.newhouse@colostate.edu

Central IT Technical Support Helpdesk
Morgan Library 1st Floor

Lory Student Center- Information Desk
General campus information
491-6444

MANNRS
Minorities in Agriculture, Natural Resources, and Related Sciences, is a national society that welcomes membership of people of all racial and ethnic group participation in agricultural and related sciences careers.

Native American Cultural Center (NACC)
Ensures a successful educational experience for Native American students
327 Lory Student Center, 491-1332

Off Campus Life
Provides services to meet the diverse needs of off-campus
Lory Student Center, 491-2248

Pride Resource Center
Provides support services, programs, and a safe gathering space for Gay, Lesbian, Bisexual, and Transgender students, along with other sexual minorities.
232 Lory Student Center, 491-4342

RamLink
CSU Organization Directory

Registrar’s office (Records and Registration)
Registration holds, changing personal information, academic/graduation records, University academic policies
100 Centennial Hall, 491-4860
Resources for Disabled Students (RDS)
Provides services and accommodations to ensure students with disabilities are afforded equal access to all University programs and activities
100 General Services, 491-6385

Safety - Notifications and information
A campus wide communications network for safety precautions and emergency notifications

Skills workshops - See TILT

Society for the Advancement of Chicanos Native Americans in Science (SACNAS)
Connects people from ALL racial, ethnic, & professional backgrounds who are passionate about working with diverse populations in the science and engineering fields.
491-2036

Software packages (free from the College):
As a student in the College of Health and Human Sciences, you are offered a number of free software and licenses packages for your personal computer. Click here to find out how to install the software on your computers. You can also call the CHHS Helpdesk at 970 491-3458. Accessing other software using your personal computer can also be done with Citrix.

Stress Management services (see CSU Health Network)
Enables students to learn the skills necessary to relieve the negative consequences of stress
491-6053

Student Diversity Programs and Services
Provide direct service and programs that foster cultural awareness and multicultural education on campus and in the community.
Diversity
Asian/Pacific American Cultural Center (APACC)
Black/African American Cultural Center (BAACC)
El Centro
Pride Resource Center
Native American Cultural Center (NACC)
Resources for Disabled Students (RDS)
Women and Gender Advocacy Center (WGAC)

Student Employment Services
Assists students in securing employment while they are in school
Centennial Hall, 491-5714

Student Leadership, Involvement, and Community Engagement (SLiCE)
Coordinates and facilitates service opportunities for students, faculty, and staff by establishing partnerships with local, regional, and global communities
210 Lory Student Center, 491-1682
**Student Legal Services**
Allows full time students access to affordable legal assistance; office is student fee funded and staffed by licensed attorneys
284 Lory Student Center, 491-1482

**Student Organizations**

**Students as Leaders in Science (SLS)**
An organization that provides undergraduate students with academic excellence and leadership opportunities to excel in the field of science by through planning and participation of various programs.

Study Areas
The reading room, otherwise known as the student lounge, is located in Room 19 Education Building (in the basement). This room is furnished with a refrigerator and microwave oven by social work students and is available for you to use to study and eat lunch. Also, you can reserve study areas at the library.

**Summer Session**
Provides students an opportunity to further their academic career, lighten their course loads during the fall and spring, improve their GPAs and take advantage of the compressed terms. Johnson Hall, 491-1590

**TILT The Institute for Learning and Teaching**
801 Oval Drive, NW corner of the oval, 491-4820

**Women and Gender Advocacy Center**
Provides information, services, and programs with women and gender as the focus
112 Student Services Building, and 234 Lory Student Center, 491-6384

**Writing Center**
Supports writers and teachers of writing inside and outside the CSU community
23 Eddy Building, 491-0222

**Writing@CSU**
An online learning environment that assists students in their writing skills, allows students to save work in a private password-protected account, and get feedback on their writing.