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
Message from the Director of MSW Programs

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 programs, including traditional, face-to-face classes at our Fort Collins campus and distance education opportunities, to our nationally ranked hybrid program.

We also offer the following:

- competitive student stipends in behavioral health from HRSA and several scholarships are available for enrolled students
- study abroad opportunity in India

Please come and join us and experience the beginning of a program of lifelong learning.

Louise M. Quijano, Ph.D., LCSW
Associate Professor and Director, MSW Programs
Message from the Director the Social Work Center for Lifelong Learning and Outreach Education (CLOE)

We have many tracks to suit the educational needs of the MSW learner through our program. The hybrid distance program has been providing an alternative setting to the traditional classroom since 1998. We have held this program in many locations including Grand Junction, Colorado Springs, and Denver with over 200 graduates from this unique program. We currently hold our hybrid program in Colorado Springs and Denver.

This program meets the vital need for individuals who may not have access to campus or the ability to be enrolled within a full time program. Our hybrid distance program provides a part time full program as well as advanced standing program to students throughout Colorado and our region. The hybrid program mirrors our on campus program with shared competencies, objectives, expectations, and faculty, which allows the program to benefit from CSWE accreditation.

We recognize that our hybrid distance students are unique and benefit from having both face to face interaction in addition to the flexibility of online learning. Meeting 2 weekends per semester provides students an opportunity to connect with peers and faculty, apply skills, generate dialogue, and integrate learning.

Regardless of which path you may choose, we hope that you find an enriching, challenging, and rewarding program awaiting you here at CSU!

Best,

Dorothy Farrel, DM, LCSW, MSW
Director of CLOE (Center of Lifelong Learning and Outreach Education)
Assistant Professor
School of Social Work
Purpose of the Student Manual

This student handbook, together with the School of Social Work website provides you with a comprehensive guide to thriving and achieving success during your graduate studies. Be sure to access the most updated online version of this handbook on the school’s website.

The general policies and procedures of the Graduate School are found in the Graduate School Policies and Procedures Manual, which is available online, or you can receive a hardcopy at 108 Student Services, Fort Collins, Colorado.

We encourage all MSW students to read and understand the policies and procedures at the School of Social Work and the University. When you have any questions or concerns, do not hesitate to contact the Director of the MSW Program.
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. The CLOE Director provides coordination and oversight of the part-time hybrid MSW programs located in Colorado Springs and Denver and directs the Certificate Programs and Student Outreach. 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.
Colorado State University School of Social Work Organizational Chart April 2015
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Section I
The School of Social Work: Its Philosophy and History

Social Work

Throughout its history, the School of Social Work 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 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.

In 1981 social work became an independent department. 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 holds classes in Thornton and graduated in December 2012.

In an effort to continue to meet the needs of students and the community, the School of Social Work piloted an Advanced Standing program for students with BSW degrees from undergraduate social work programs accredited by the CSWE. Approximately 15-25 students with BSW degrees from accredited schools are admitted each year since.
Consistent with its roots in supporting the human services agencies, the CSU School of Social Work has devoted considerable effort to outreach activities. Substantial collaborations have been in the areas of research, curriculum development for and provision of statewide training to county child welfare and child protection workers. 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. CLOE currently offers a hybrid distance MSW program based out of Colorado Springs and a second cohort our of Denver. CLOE continues to expand the opportunities available to our students through administration of our graduate level certificates and CEU courses to assist in ongoing professional development.

In July 2009, the Community Organizing to Reach Empowerment (CORE) Center became a Center in 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.

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 eight academic units in the College of Health and Human Sciences. The College is human-centered with a focus on educating students for people-oriented professions.
Mission and Goals

The School of Social Work (SOSW) Mission

The mission of the School of Social Work, in accordance with Colorado State University’s land grant heritage and the College of Health and Human Science’s mission, and in compliance with the Council on Social Work Education Accreditation Standards (2008), is to:

Enhance human health, well-being, and productivity through the promotion of human rights, social & economic justice, and religious & spiritual tolerance to achieve healthy, and productive people with equitable resources in diverse settings. The School aims to advance and strengthen interdisciplinary and collaborative knowledge through teaching, research, service and practice, and, using evidence-based practice, to prepare undergraduate and graduate students for culturally competent professional and ethical Generalist and Advanced Generalist social work practice and leadership.

MSW Mission

The mission of the MSW program at CSU is to prepare graduates for professional and ethical Advanced Generalist practice. This is accomplished by preparing social work practitioners to practice in complex, diverse, and dynamic settings and environments and to promote human rights and individual, community, and global well-being. Emphasis is placed on using interdisciplinary evidence-based knowledge and skills for ethical, culturally competent, socially and economically just interventions.

MSW Program Goals

This is accomplished by preparing Advanced Generalist social workers who:

1. are competent to engage in ethical and autonomous Advanced Generalist social work practice with multiple systems and populations and in diverse environments, based on a bio-psycho-social-spiritual-cultural perspective across the entire life span.

2. can utilize interdisciplinary, evidence-based knowledge, skills, and ethical practices to contribute to the enhancement and well-being of multiple systems including individuals, families, groups, and communities.
3. have an understanding of and commitment to the promotion of human rights, social and economic justice, religious and spiritual tolerance, and the elimination of oppressive social conditions for all people.
Section II
MSW Curriculum

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.

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 54 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.

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, and behaviors). The MSW curriculum is designed and delivered such that graduates will demonstrate competency in the following ten areas:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking skills to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts to shape practice
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities
At the foundation level, students will successfully demonstrate 41 practice behaviors as stipulated by the CSWE 2008 EPAS. At the Concentration/Advanced Generalist level, students will successfully demonstrate the 41 practice behaviors plus an additional 13 advanced practice behaviors for a total of 54. CSWE Educational Policies and Accreditation Standards are in Appendix A.
Foundation generalist social work is the focus of the first 28-31 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 wellbeing 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 41 practice behaviors (see Appendix B) 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, and skills necessary for foundation students to demonstrate ten competencies and 41 practice behaviors inform 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) be in good standing with the Graduate School and Colorado State University.
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, and skills 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 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

Master of Social Work Degree Program

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 six 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).
4. Part-time evening (2years, 3months) – hybrid program (Combination of online and face-to-face instruction)
5. Part-time Distance cohort model (3 years on weekends in Colorado Springs or Denver) – Hybrid program (combination of online and face-to-face instruction)
6. Part-time Hybrid Distance Cohort Advanced Standing (2 years on weekends in Colorado Springs or Denver) - combination of online and face-to-face instruction
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<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 (Fort Collins)</td>
<td>2 years</td>
<td>Face-to-face</td>
<td>Early January</td>
<td>Fall (August)</td>
</tr>
<tr>
<td>Advanced Standing full-time</td>
<td>Main campus (Fort Collins)</td>
<td>1 calendar year</td>
<td>Face-to-face</td>
<td>Early January</td>
<td>Mid-May</td>
</tr>
<tr>
<td>Part-time– Day classes</td>
<td>Main campus (Fort Collins)</td>
<td>3 years</td>
<td>Face-to-face</td>
<td>Early January</td>
<td>Fall (August)</td>
</tr>
<tr>
<td>Part-time Hybrid Evening classes</td>
<td>Main campus (Fort Collins)</td>
<td>2 years, 3 months (27 months)</td>
<td>Face-to-face and online</td>
<td>Mid- October (Every other year)</td>
<td>Mid-May (Every other year)</td>
</tr>
<tr>
<td>Part-time Hybrid Distance Cohort Model (Weekend classes)</td>
<td>Colorado Springs or Denver</td>
<td>3 years</td>
<td>Face-to-face and online</td>
<td>Early June (Year varies by location)</td>
<td>Late January</td>
</tr>
<tr>
<td></td>
<td>Colorado Springs or Denver</td>
<td>2 years</td>
<td>Face-to-face and online</td>
<td>Early June (Year varies by location)</td>
<td>Late January (Year varies by location),</td>
</tr>
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</table>
# Required Courses by Semester

Below are listings of the required courses by sequence for the four different MSW program options.

## Regular Full-time

### First Year

#### Foundation courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK500</td>
<td>Principles and Philosophy of SW</td>
<td>3</td>
<td>SOWK588</td>
<td>Field Placement</td>
<td>6</td>
</tr>
<tr>
<td>SOWK515</td>
<td>Theoretical Analysis of Client Systems</td>
<td>4</td>
<td>SOWK601</td>
<td>Methods of Research II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK511</td>
<td>Generalist Practice, Sm. Client Systems</td>
<td>3</td>
<td>SOWK611</td>
<td>Generalist Practice, Lg. Client Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOWK520</td>
<td>Social Welfare Policy</td>
<td>3</td>
<td>SOWK512</td>
<td>Small Client Systems Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td>SOWK600</td>
<td>Methods of Research I</td>
<td>3</td>
<td>Optional Elective</td>
<td>(1-3)</td>
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#### Second year

### Concentration Courses

<table>
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<tr>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK630</td>
<td>Advanced Generalist Practice: Individuals</td>
<td>2</td>
<td>SOWK634</td>
<td>Advanced Generalist Practice: Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK633</td>
<td>Advanced Social Welfare Policy Analysis</td>
<td>2</td>
<td>SOWK632</td>
<td>Advanced Generalist Practice: Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SOWK631</td>
<td>Advanced Community Practice</td>
<td>2</td>
<td>SOWK688</td>
<td>Field Placement</td>
<td>8</td>
</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
<td>7</td>
<td>SOWK602 B</td>
<td>Research: Program Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>SOWK602 A</td>
<td>Research: Program Evaluation OR</td>
<td>2</td>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK699</td>
<td>Thesis</td>
<td>3</td>
<td>SOWK699</td>
<td>Thesis</td>
<td>3</td>
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</table>

| Total credits Without Thesis | 60-63 |
| Total credits With Thesis    | 62-65 |
## Advanced Standing Full Time

### Bridge courses

#### Summer Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOWK571</td>
<td>Small Client Systems: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK572</td>
<td>Large Client Systems: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK601</td>
<td>Methods of Research II</td>
<td>3</td>
</tr>
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</table>

### Concentration Courses

#### Fall Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK630</td>
<td>Advanced Generalist Practice: Individuals</td>
<td>2</td>
</tr>
<tr>
<td>SOWK633</td>
<td>Advanced Social Welfare Policy Analysis</td>
<td>2</td>
</tr>
<tr>
<td>SOWK631</td>
<td>Advanced Community Practice</td>
<td>2</td>
</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
<td>7</td>
</tr>
<tr>
<td>SOWK602A</td>
<td>Research: Program Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>SOWK699</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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</tr>
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</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK634</td>
<td>Advanced Generalist Practice: Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK632</td>
<td>Advanced Generalist Practice: Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
<td>8</td>
</tr>
<tr>
<td>SOWK602B</td>
<td>Research: Program Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK699</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total credits

- Without Thesis: 41
- With Thesis: 43
# CSU Fort Collins Part-Time Day Program

## First Year

### Foundation courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK500</td>
<td>Principles and Philosophy of SW</td>
<td>3</td>
<td>SOWK611</td>
<td>Generalist Practice, Lg. Client Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOWK515</td>
<td>Theoretical Analysis of Clients Systems</td>
<td>4</td>
<td>Optional elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOWK511</td>
<td>Generalist Practice, Sm. Client Systems</td>
<td>3</td>
<td></td>
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## Second year

### Spring Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOWK520</td>
<td>Social Welfare Policy</td>
<td>3</td>
<td>SOWK588</td>
<td>Field Placement</td>
<td>6</td>
</tr>
<tr>
<td>SOWK600</td>
<td>Methods of Research I</td>
<td>3</td>
<td>SOWK601</td>
<td>Methods of Research II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SOWK512</td>
<td>Small Client Systems Skills Lab</td>
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## Third Year

### Concentration Courses

<table>
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<tr>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK630</td>
<td>Advanced Generalist Practice: Individuals</td>
<td>2</td>
<td>SOWK634</td>
<td>Advanced Generalist Practice: Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK633</td>
<td>Advanced Social Welfare Policy Analysis</td>
<td>2</td>
<td>SOWK632</td>
<td>Advanced Generalist Practice: Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SOWK631</td>
<td>Advanced Community Practice</td>
<td>2</td>
<td>SOWK688</td>
<td>Field Placement</td>
<td>8</td>
</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
<td>7</td>
<td>SOWK602B</td>
<td>Research: Program Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>SOWK602A</td>
<td>Research: Program Evaluation OR</td>
<td>2</td>
<td>SOWK699</td>
<td>Thesis</td>
<td>3</td>
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### OR

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
<th>Course #</th>
<th>Course title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOWK699</td>
<td>Thesis</td>
<td>3</td>
<td>SOWK699</td>
<td>Thesis</td>
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### Without Thesis

Total credits: 60-63

### With Thesis

Total credits: 62-65
### Part-Time Hybrid on Campus Evening Cohort Model

#### First Year

**Foundation courses**

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Fall Semester</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course title</strong></td>
<td><strong>Course title</strong></td>
</tr>
<tr>
<td>SOWK500</td>
<td>Principles and Philosophy of SW</td>
<td>Generalist Practice, Lg. Client Systems</td>
</tr>
<tr>
<td>SOWK515</td>
<td>Theoretical Analysis of Clients Systems</td>
<td>Methods of Research I</td>
</tr>
<tr>
<td>SOWK511</td>
<td>Generalist Practice, Sm. Client Systems (Online)</td>
<td>Small Client Systems Skills Lab</td>
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</tbody>
</table>

**Second year**

**Concentration Courses**

<table>
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<tr>
<th><strong>Course #</strong></th>
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<th><strong>Course title</strong></th>
<th><strong>Course title</strong></th>
<th><strong>Course title</strong></th>
<th><strong>Credits</strong></th>
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</thead>
<tbody>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
<td>Advanced Generalist Practice: Individuals</td>
<td>SOWK634 Advanced Generalist Practice: Families and Groups</td>
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<td>SOWK682</td>
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<td>Research: Program Evaluation</td>
<td>SOWK602A Research: Program Evaluation</td>
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</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
<td>Field Placement</td>
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<td>2</td>
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</table>

### Third Year

<table>
<thead>
<tr>
<th><strong>Course #</strong></th>
<th><strong>Course title</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK631</td>
<td>Advanced Community Practice</td>
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</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
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</table>

**Total credits** 60
### Part-Time Hybrid Distance Cohort Model

#### First Year

**Foundation courses**

<table>
<thead>
<tr>
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<th>Course title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>Social Welfare Policy</td>
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</tr>
<tr>
<td>SOWK511</td>
<td>Generalist Practice, Sm. Client Systems</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Foundation courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course title</strong></td>
</tr>
<tr>
<td>SOWK611</td>
<td>Generalist Practice, Lg. Client Systems</td>
</tr>
<tr>
<td>SOWK512</td>
<td>Small Client Systems Skills Lab</td>
</tr>
<tr>
<td>SOWK588</td>
<td>Foundation Field Placement</td>
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<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
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<tbody>
<tr>
<td><strong>Course #</strong></td>
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<td>SOWK500</td>
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<td>SOWK515</td>
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<table>
<thead>
<tr>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>SOWK600</td>
</tr>
<tr>
<td>SOWK601A</td>
</tr>
<tr>
<td>SOWK601B</td>
</tr>
<tr>
<td>SOWK699</td>
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<tr>
<td>SOWK588</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Concentration Courses</th>
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<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course title</strong></td>
</tr>
<tr>
<td>SOWK601</td>
<td>Methods of Research II</td>
</tr>
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<td>SOWK588</td>
<td>Field Placement</td>
</tr>
<tr>
<td>SOWK630</td>
<td>Advanced Generalist Practice: Individuals</td>
</tr>
<tr>
<td>SOWK632</td>
<td>Advanced Generalist Practice: Organizations</td>
</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
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<table>
<thead>
<tr>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>SOWK634</td>
</tr>
<tr>
<td>SOWK602A</td>
</tr>
<tr>
<td>SOWK699</td>
</tr>
<tr>
<td>SOWK688</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Total credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Without Thesis</td>
</tr>
<tr>
<td>With Thesis</td>
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</table>
# Part-Time Advanced Standing Distance Model

## Bridge courses

### Spring Semester

<table>
<thead>
<tr>
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<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>SOWK571</td>
<td>Small Client Systems: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK572</td>
<td>Large Client Systems: Theory and Practice</td>
<td>3</td>
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### Summer Semester

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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK601</td>
<td>Methods of Research II</td>
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</table>

## Concentration Courses

### Fall Semester

<table>
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<tr>
<th>Course #</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK630</td>
<td>Advanced Generalist Practice: Individuals</td>
<td>2</td>
</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
<td>3</td>
</tr>
<tr>
<td>SOWK632</td>
<td>Advanced Generalist Practice: Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SOWK631</td>
<td>Advanced Community Practice</td>
<td>2</td>
</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
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</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK634</td>
<td>Advanced Generalist Practice: Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
<td>3</td>
</tr>
<tr>
<td>SOWK602B</td>
<td>Research: Program Evaluation <strong>OR</strong></td>
<td>2</td>
</tr>
<tr>
<td>SOWK699</td>
<td>Thesis</td>
<td>3</td>
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### Summer Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK633</td>
<td>Advanced Social Welfare Policy Analysis</td>
<td>2</td>
</tr>
<tr>
<td>SOWK602B</td>
<td>Research: Program Evaluation <strong>OR</strong></td>
<td>2</td>
</tr>
<tr>
<td>SOWK699</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>SOWK688</td>
<td>Field Placement</td>
<td>4</td>
</tr>
</tbody>
</table>

## Total credits

- Without Thesis: 41
- With Thesis: 43
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) in the 2008 Educational Policy and Accreditation Standards (EPAS), 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 (see Appendix B for the CSWE Core Competencies and practice behaviors). 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.

Contact Information for the Field Team in the School of Social Work

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue Tungate, MSW, Ph.D.</td>
<td>Director</td>
<td><a href="mailto:Susan.Tungate@Colostate.Edu">Susan.Tungate@Colostate.Edu</a></td>
</tr>
<tr>
<td>Liz Davis, MSW</td>
<td>MSW Field Coordinator</td>
<td><a href="mailto:liz.davis@colostate.edu">liz.davis@colostate.edu</a></td>
</tr>
<tr>
<td>Mary Carraher, MSW</td>
<td>Distance Learning Field</td>
<td><a href="mailto:mary.carraher@colostate.edu">mary.carraher@colostate.edu</a></td>
</tr>
<tr>
<td></td>
<td>Education Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

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 such 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.
Certificate Programs

PreK-12 School Social Work Certificate

Conflicts often arise in balancing the needs of students, families, teachers, and administrators, making conflict resolution skills extremely valuable for social workers in schools. By earning this certificate, you'll not only obtain the foundational credentials required by the Colorado Department of Education (CDE) to be a special services provider in the PreK-12 setting, but complete additional specialized coursework built into the program boosts your employment marketability.

You'll finish this certificate poised as a strong competitor for school social work positions, exceptionally prepared to face the unique challenges of this environment with technical knowledge of policy and intervention.

Designed for those holding, or in the process of earning, a Master of Social Work, this is the only certificate in the state to offer a curriculum so specifically tailored to the needs of school social workers. The courses required for this certificate include:

SOWK560: Social Work Practice in Schools
SOWK561: School Community: People with Disabilities
SOWK551: Fundamentals of Mediation

Certificate in Mediation and Conflict Resolution

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.

Colorado State University School of Social Work offers a selection of foundation and advanced coursework for graduate credit that prepares participants to resolve conflicts in a variety of settings and practice in the field of mediation. This unique graduate certificate provides participants with
an outstanding faculty and a challenging and practice-based curriculum that will enhance and advance your current social work skills. Mediation training and conflict management education can enhance your existing repertoire of tools and skills as well as your professional career options.

For more information, please contact Dr. Dorothy Farrel at Dorothy.Farrel@colostate.edu.

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 help prepare students for the state License of Clinical Social Work testing, provide ongoing training, and a specialized training in psychopathology, psychopharmacology, and trauma informed care.

The courses offered within this certificate include:

- SOWK675 Psychopathology and Community Health
- SOWK676 Psychopharmacology and Community Health
- SOWK677 Trauma Informed Care

For more information, please contact Dr. Dorothy Farrel at Dorothy.Farrel@colostate.edu.
Continuing Education

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

The Social Work 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.

SW-CLOE fosters increased faculty and student involvement in community improvement as resources for social workers and human service personnel, providing life-long learning opportunities, and engages alumni in both providing and participating in educational opportunities.

SW-CLOE provides in-service training to social service organizations and agencies.

If you have questions or concerns about this program, Contact Dorothy Farrel at dorothy.farrel@colostate.edu or 970-491-0996

Social Work Electives

SOWK550 Animal Assisted Therapy (i.e., population addressed includes people with disabilities and older adults.)
Section III
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. Tim Frank, MSW Coordinator in the front office 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.

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 his or her academic advisor, the MSW Director, and the Director of the School to develop an improvement plan with timelines. The student and his or her 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 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 his or her 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 his or her 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; 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, he or she 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.

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, sadly enough, do warrant dismissal. The Graduate School may dismiss a student from the program for reasons of unsatisfactory progress toward completion of his or her degree based on these considerations:
o The student does not have a cumulative GPA of 3.0 or higher following two semesters on academic probation;

o The student has not passed fieldwork placements;

o There is credible documented evidence that the student has engaged in serious academic misconduct;

o There is credible documented evidence of serious violations of the university’s Student Conduct Code and/or NASW Code of Ethics; OR

o 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 602A or the first semester of their thesis work, 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, however, the adviser, 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

Plan A Option: Thesis

An important distinction is made between Plan A and Plan B master’s degrees. The Plan A option requires the preparation of a thesis. A student interested in this option must secure a member of the social work faculty to serve as his/her thesis advisor before registering for thesis credits. The thesis is typically a written formal document that addresses, in an original fashion, some important concern of the discipline. A thesis involves significant independent work. A certain number of credits are allowed for the preparation of the thesis. For more information please visit the Graduate and Professional Bulletin.

Students choosing to complete a thesis should refer to the Graduate School’s Thesis Guidelines and Formatting Guidelines.

Plan B Option: SOWK602A & B (Program Evaluation)

This option is called Program Evaluation and is a two-semester sequence taken as part of the concentration curriculum of the MSW program. The chair of the student’s graduate committee serves as the student’s adviser. The overall goal of the course is to prepare social workers to do evaluation research once in practice. Students work in groups to evaluate a program or agency, which is usually a field placement site for one of the members in the research group. During the first semester, the group develops a proposal for the evaluation of the program and during the second semester the students actually carry out the research and write a professional paper. The course content along with the student’s research committee prepares the student for the group’s oral exam. The course builds upon the skills developed in the foundation research courses and provides research experience that is often very valued by agencies or potential employers.

Procedures for the Appointment of Plan B Graduate Committees

In the final semesters of course work, students are required to assemble a research committee. Students enrolled in SOWK 602 (Macro-Level Practice Research) will work in collaboration with the class instructor. The Plan B research committee consists of three members. The Chairperson of the research committee and students advisor must be a Social Work Faculty member. 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:

**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 or bridge 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 students 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.

**GS Form Plan**

<table>
<thead>
<tr>
<th>GS Form Number</th>
<th>Form Name</th>
<th>Deadline</th>
<th>Misc</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS6</td>
<td>Program of Study</td>
<td>First semester of SOWK602A OR first semester of SOWK 699</td>
<td>Can put a hold on student registration</td>
</tr>
<tr>
<td>GS25</td>
<td>Application for Graduation</td>
<td>Second week of graduating semester</td>
<td>Hard deadline: if missed, graduation is delayed</td>
</tr>
<tr>
<td>GS24</td>
<td>Report of Final Examination Results</td>
<td>48 hours after defense</td>
<td>Students advised to hand-deliver to Graduate School</td>
</tr>
<tr>
<td>GS25B</td>
<td>Departmental Clearance</td>
<td>Day before semester commencement</td>
<td>Handled internally</td>
</tr>
</tbody>
</table>
**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.

**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 For Addressing Student Concerns**

I. Philosophy of the Grievance 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 do so with anyone they choose. 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.
II. 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.

III. 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.

IV. The Formal Grievance Procedure School of Social Work.
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.\textsuperscript{1} That date becomes the starting point for the formal grievance process.\textsuperscript{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.\textsuperscript{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 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 her/his 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.

\textsuperscript{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.
\textsuperscript{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.
\textsuperscript{3} If either party pursues outside legal action, the school grievance process shall immediately cease.
Should either party disagree with the hearing committee’s decision, s/he 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, s/he 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, s/he 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.
Section IV.

Student Resources

Academic Advising

Advisers 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. Advisers 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 Director of the SW-CLOE will serve in this role. The advisers 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 adviser. 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 are requested 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 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 involved to join meetings and activities. Our meetings are usually held once a month when the most students in the MSW program are on campus. The faculty liaison to SMSWA is Dr. Jennifer Dickman Port. She can be contacted for further information at Jennifer.portz@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 (MSW SA 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 Adviser. The Phi Alpha Faculty Sponsor is Dr. Eunhee Choi. She can be reached at [eunhee.choi@colostate.edu](mailto:eunhee.choi@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
- Center for Advising and Student Achievement (CASA)
- Counseling Services
- Graduate Center for Diversity and Access
- Hartshorn Health Service
- International Programs
- Maps, Campus
- CSU Libraries
- Off-Campus Life
- Student Leadership, Involvement and Community Engagement
- Student Financial Services
- 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
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 she or he has 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 she or he 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.

Stipends

H.R.S.A. Stipend Program

CSU School of Social Work and MSU Denver Department of Social Work are pleased to announce that we have received a HSRA Behavioral Health Workforce Education and Training for Professionals Project (BHWETP) grant. The grant is funded through the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA). The full grant award is for three years (pending Congressional Reauthorization for years 2 and 3). The current academic year (2014-2015) is the first year, with two more academic years anticipated (2015-2016 and 2016-2017). This is an exciting project that positions MSW practitioners to be on the cutting edge of current practice trends as health care and behavioral health care become more integrated under the affordable care act.

If you are interested in applying for a stipend, more detailed information can be found on the school’s website here

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

Grants and Loans

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

Graduate Assistants

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

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 A:
Educational Policy and Accreditation Standards (EPAS)

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature.

Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

For the complete Accreditation Standards go to the CSWE visit EPAS Description and EPAS Handbook.
APPENDIX B: MSW Curriculum Competencies and Practice Behaviors

EDUCATIONAL POLICY 2.1.1 IDENTIFY AS A SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY

Practice Behaviors and Roles – Social workers serve as representatives of the profession, its mission, and its values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

Foundation social work education prepares students to:

F2.1.1a Advocate for client access to services of social work;
F2.1.1b Practice personal reflection and self correction to assure continual professional development;
F2.1.1c Attend to professional roles and boundaries;
F2.1.1d Demonstrate professional demeanor in behavior, appearance, and communication;
F2.1.1e Engage in career-long learning; and
F2.1.1f Use supervision and consultation.

Social work education at the concentration level prepares advanced generalist practitioners to:

AG2.1.1 Actively seek out opportunities to advocate on behalf of (or with) clients related to obtaining resources and receiving services.
EDUCATIONAL POLICY 2.1.2  APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE

Practice Behaviors and Roles – Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant laws.

Foundation social work education prepares students to

- **F2.1.2a** Recognize and manage personal values in a way that allows professional values to guide practice;
- **F2.1.2b** Make ethical decisions by apply standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles;
- **F2.1.2c** Tolerate ambiguity in resolving ethical conflicts; and Apply strategies of ethical reasoning to arrive at principled decisions.

Social work education at the concentration level prepares advanced generalist practitioners to:

- **AG2.1.2** Apply social work ethical principles to complex situations utilizing consultation/supervision as needed.
EDUCATIONAL POLICY 2.1.3  APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGEMENTS

Practice Behaviors and Roles – Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. The use of critical thinking is augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Foundation social work education prepares students to

F2.1.3a  Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;

F2.2.3b  Analyze models of assessment, prevention, intervention, and evaluation; and

F2.1.3c  Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Social work education at the concentration level prepares advanced generalist practitioners to:

AG2.1.3  Critically evaluate theory and evidence-based knowledge when applying it to research, practice, policy, and/or unique client situations.

EDUCATIONAL POLICY 2.1.4  ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Practice Behaviors and Roles – Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.

Foundation social work education prepares students to

F2.1.4a  Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

F2.1.4b  Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
F2.1.4c Recognize and communicate their understanding of the importance of difference in shaping life experiences; and

F2.1.4d View themselves as learners and engage those with whom they work as informants.

Social work education at the concentration level prepares advanced generalist practitioners to:

AG2.1.4 Adapt and evaluate theoretical frameworks and/or practice interventions with diverse populations.
EDUCATIONAL POLICY 2.1.5  ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

Practice Behaviors and Roles – Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Understand the forms and mechanisms of oppression and discrimination.

Foundation social work education prepares students to

F2.1.5a  Advocate for human rights and social and economic justice; and
F2.1.5b  Engage in practices that advance social and economic justice.

Social work education at the concentration level prepares advanced generalist practitioners to:

AG2.1.5 Understand the implications of global connectedness in promoting human rights and social and economic justice.

EDUCATIONAL POLICY 2.1.6  ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH

Practice Behaviors and Roles – Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Foundation social work education prepares students to

F2.1.6a  Use practice experience to inform scientific enquiry; and
F2.1.6b  Use research evidence to inform practice.

Social work education at the concentration level prepares advanced generalist practitioners to:

AG2.1.6  Design, implement, and interpret evidence-based social work research.
EDUCATIONAL POLICY 2.1.7  APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Practice Behaviors and Roles – Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Foundation social work education prepares students to

F2.1.7a Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
F2.1.7b Critique and apply knowledge to understand person and environment.

Social work education at the concentration level prepares advanced generalist practitioners to:

AG2.1.7 Critically evaluate the underlying assumptions, values, strengths, and/or weaknesses of theories for practice.

EDUCATIONAL POLICY 2.1.8  ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES

Practice Behaviors and Roles – Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

Foundation social work education prepares students to

F2.1.8a Analyze, formulate, and advocate for policies that advance social well-being; and
F2.1.8b Collaborate with colleagues and clients for effective policy action.

Social work education at the concentration level prepares advanced generalist practitioners to:

AG2.1.8 Evaluate the intended and/or unintended consequences of agency and public policy.
Practice Behaviors and Roles – Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Foundation social work education prepares students to

F2.1.9a Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

F2.1.9b Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Social work education at the concentration level prepares advanced generalist practitioners to:

AG2.1.9 Demonstrate the ability to strategically address the changing contexts of social work practice.

EDUCATIONAL POLICY 2.1.10 (a)-(d) – ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors and Roles – Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a) – Engagement

Foundation social work education prepares students to

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.
Social work education at the concentration level prepares advanced generalist practitioners to:

- Differentially apply engagement strategies based on circumstances and changing practice dynamics.

**Educational Policy 2.1.10(b) – Assessment and Planning**

Foundation social work education prepares students to

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

Social work education at the concentration level prepares advanced generalist practitioners to:

- Assess the application and/or psychometric properties of assessment instruments for use by various client systems.

**Educational Policy 2.1.10(c) - Intervention**

Foundation social work education prepares students to

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

Social work education at the concentration level prepares advanced generalist practitioners to:

- Collaborate with other professionals and stakeholders to develop and/or coordinate services.
Educational Policy 2.1.10 (d) – Evaluation

Foundation social work education prepares students to
  • Social workers critically analyze, monitor, and evaluate interventions.

At the concentration level, advanced generalist practitioners
  • Design methods for evaluation of interventions and programs.
APPENDIX C: Faculty

Audrey Shillington, MSW, PhD, MPE – 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

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

Roe Bubar LD, 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, MSW, PhD – Professor, PhD Program Director
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, MSW – Distance Learning Field Education Coordinator and Graduate Certificate Coordinator
Women’s issues, poverty alleviation, career decision making, organizational development, legislative and social advocacy.
mary.carraher@colostate.edu

Eunhee Choi, MSW, PhD – Assistant Professor
Aging, health, and policy, particularly for older workers and volunteers, research methodology, and program evaluation
eunhee.choi@colostate.edu

Liz Davis, MSW – MSW Field Coordinator
School social work, mental health, disabilities, organizations, communities, policy
liz.davis@colostate.edu

Dorothy Farrel, PhD, MSW, LCSW – Assistant Professor and Director of the Social Work Center on Continued Learning and Outreach
Child welfare, homelessness, community and organizational practice, policy, nonprofit management
dorothy.farrel@colostate.edu
Dana Gaines, MSW, LCSW – Advisor and Instructor
Child welfare, trauma informed therapy, and cultural humility
dana.gaines@colostate.edu

Helen Holmquist-Johnson, PhD, MSW – 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, MSW, PhD – Assistant Professor
Mental health, psychopharmacology, and consumer empowerment
shannon.hughes@colostate.edu

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

Rebecca Orsi, PhD, MS – Research Scientist
Research methods, child welfare outcomes, community organizations
becky.orsi@colostate.edu

Mark Perkins, PhD – Research Fellow
Family safety and risk, program evaluation, research methods, measurement, and assessment
maperk@lamar.colostate.edu

Jennifer Portz, PhD, MSW – Assistant Professor
Public health, gerontology, and the use of technology interventions with older adults
jennifer.portz@colostate.edu

Louise Quijano, LCSW, PhD – MSW Program Director and Associate Professor
Mental health, aging, Latinos, and animal assisted therapies
louise.quijano@colostate.edu

Amy Riep, MSW, LMSW – BSW Field Coordinator
Child welfare, non-profit development, and international social work
amy.riep@colostate.edu

Malcolm Scott, MSW, PhD – Assistant Professor
Corrections, higher education, African American community research
malcolm.scott@colostate.edu
Sue Tungate, MSW, PhD – Director of Field Education
Field education, program evaluation research and application, inter-organizational and interdisciplinary collaboration, services coordination and integration
susan.tungate@colostate.edu

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

Marie Villescas Zamzow, LCSW – Instructor and Advisor
marie.villescas@colostate.edu

Contingent Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leah Barrett, MSW,</td>
<td><a href="mailto:Leah.Barrett@colostate.edu">Leah.Barrett@colostate.edu</a></td>
</tr>
<tr>
<td>Manuel Carrillo, MSW, LCSW</td>
<td><a href="mailto:manuel.carrillo@colostate.edu">manuel.carrillo@colostate.edu</a></td>
</tr>
<tr>
<td>Rochelle Galey, LCSW, LAC</td>
<td><a href="mailto:rochelle.galey@colostate.edu">rochelle.galey@colostate.edu</a></td>
</tr>
<tr>
<td>John Gandy, MSW, PhD</td>
<td><a href="mailto:john.gandy@colostate.edu">john.gandy@colostate.edu</a></td>
</tr>
<tr>
<td>Joni Handran, MSW</td>
<td><a href="mailto:joni.handran@colostate.edu">joni.handran@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>Christopher Leck, LCSW, CAS II</td>
<td><a href="mailto:christopher.leck@colostate.edu">christopher.leck@colostate.edu</a></td>
</tr>
<tr>
<td>Sandra Lee, LCSW</td>
<td><a href="mailto:sandra.lee@colostate.edu">sandra.lee@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>Laurel Rondeau, MSW, LCSW</td>
<td><a href="mailto:laurel.rondeau@colostate.edu">laurel.rondeau@colostate.edu</a></td>
</tr>
<tr>
<td>Shari Simmons, MSW, LCSW</td>
<td><a href="mailto:shari.simmons@colostate.edu">shari.simmons@colostate.edu</a></td>
</tr>
<tr>
<td>Jonathan Singer, MSW</td>
<td><a href="mailto:repsinger@gmail.com">repsinger@gmail.com</a></td>
</tr>
<tr>
<td>Andrew Tidrick, MSSW, LCSW</td>
<td><a href="mailto:andrew.tidrick@colostate.edu">andrew.tidrick@colostate.edu</a></td>
</tr>
<tr>
<td>Aaron Vogt, MSW</td>
<td><a href="mailto:avogt@psdschools.org">avogt@psdschools.org</a></td>
</tr>
<tr>
<td>Danielle Willis, LCSW</td>
<td><a href="mailto:danielle.willis@colostate.edu">danielle.willis@colostate.edu</a></td>
</tr>
</tbody>
</table>
School of Social Work Office

The social work 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 the front office. Feel free to use these boxes to leave messages for your professors, turn in class assignments, etc.

You may call the Center for Advising and Student Achievement (491-7095) should you need to get out of class in the case of an emergency.

Office Staff

Accounting Tech III
Financial Officer, Payroll, Website management, Pcard processing.

Tim Frank, Administrative Assistant III
MSW coordinator
timothy.frank@colostate.edu

Keli Murray, Administrative Assistant III
Faculty support, curriculum support, distance field education, CLOE support.
keli.murray@colostate.edu

Joyce Takacs, Administrative Assistant III
Office manager, BSW Student Records, class scheduling, registration, field education.
joyce.takacs@colostate.edu

Patti Uman, Administrative Assistant II
PhD Program Administration, Faculty support
patti.uman@colostate.edu
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron Vogt</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:avogt@psdschools.org">avogt@psdschools.org</a></td>
</tr>
<tr>
<td>Amy Riep</td>
<td>BSW Field Coord</td>
<td>970-491-5856</td>
<td><a href="mailto:amy.riep@colostate.edu">amy.riep@colostate.edu</a></td>
</tr>
<tr>
<td>Andrew Tidrick</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:andrew.tidrick@colostate.edu">andrew.tidrick@colostate.edu</a></td>
</tr>
<tr>
<td>Annetta Niesent</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:annetta.niesent@judicial.state.co.us">annetta.niesent@judicial.state.co.us</a></td>
</tr>
<tr>
<td>Audrey Shillington</td>
<td>Director, SOWK</td>
<td>970-491-2378</td>
<td><a href="mailto:audrey.shillington@colostate.edu">audrey.shillington@colostate.edu</a></td>
</tr>
<tr>
<td>Brenda K. Miles</td>
<td>Program Dir, BSW</td>
<td>970-491-2914</td>
<td><a href="mailto:brenda.miles@colostate.edu">brenda.miles@colostate.edu</a></td>
</tr>
<tr>
<td>Christopher Leck</td>
<td>Instructor</td>
<td>970-491-5647</td>
<td><a href="mailto:christopher.leck@colostate.edu">christopher.leck@colostate.edu</a></td>
</tr>
<tr>
<td>Dana Gaines</td>
<td>Key Advisor</td>
<td>970-491-7183</td>
<td><a href="mailto:dana.gaines@colostate.edu">dana.gaines@colostate.edu</a></td>
</tr>
<tr>
<td>Danielle Willis</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:danielle.willis@colostate.edu">danielle.willis@colostate.edu</a></td>
</tr>
<tr>
<td>Dorothy Farrel</td>
<td>Asst Prof, Dir CLOE</td>
<td>970-491-0996</td>
<td><a href="mailto:dorothy.farrel@colostate.edu">dorothy.farrel@colostate.edu</a></td>
</tr>
<tr>
<td>Eunhee Choi</td>
<td>Asst Prof</td>
<td>970-491-7854</td>
<td><a href="mailto:eunhee.choi@colostate.edu">eunhee.choi@colostate.edu</a></td>
</tr>
<tr>
<td>Helen Holmquist-Johnson</td>
<td>Research Assoc</td>
<td>970-491-0888</td>
<td><a href="mailto:helen.holmquistjohnson@colostate.edu">helen.holmquistjohnson@colostate.edu</a></td>
</tr>
<tr>
<td>Jennifer Portz</td>
<td>Asst Prof</td>
<td>970-491-4045</td>
<td><a href="mailto:jennifer.portz@colostate.edu">jennifer.portz@colostate.edu</a></td>
</tr>
<tr>
<td>John Gandy</td>
<td>Instructor</td>
<td>970-491-6612</td>
<td><a href="mailto:john.gandy@colostate.edu">john.gandy@colostate.edu</a></td>
</tr>
<tr>
<td>John Kefalas</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:john.kefalas@colostate.edu">john.kefalas@colostate.edu</a></td>
</tr>
<tr>
<td>Jonathan Singer</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:repsinger@gmail.com">repsinger@gmail.com</a></td>
</tr>
<tr>
<td>Joni Handran</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:joni.handran@colostate.edu">joni.handran@colostate.edu</a></td>
</tr>
<tr>
<td>Kristy Beachy-Quick</td>
<td>Research Asso</td>
<td>970-491-5511</td>
<td><a href="mailto:kristy.beachy-quick@colostate.edu">kristy.beachy-quick@colostate.edu</a></td>
</tr>
<tr>
<td>Laurel Rondeau</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:laurel.rondeau@colostate.edu">laurel.rondeau@colostate.edu</a></td>
</tr>
<tr>
<td>Leah Barrett</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:Leah.Barrett@colostate.edu">Leah.Barrett@colostate.edu</a></td>
</tr>
<tr>
<td>Liz Davis</td>
<td>Field Coord</td>
<td>970-491-3433</td>
<td><a href="mailto:liz.davis@colostate.edu">liz.davis@colostate.edu</a></td>
</tr>
<tr>
<td>Louise Quijano</td>
<td>Program Dir, MSW</td>
<td>970-491-7448</td>
<td><a href="mailto:louise.quijano@colostate.edu">louise.quijano@colostate.edu</a></td>
</tr>
<tr>
<td>Malcolm Scott</td>
<td>Asst Prof</td>
<td>970-491-5818</td>
<td><a href="mailto:malcolm.scott@colostate.edu">malcolm.scott@colostate.edu</a></td>
</tr>
<tr>
<td>Manuel Carrillo</td>
<td>Instructor</td>
<td>720-297-6150</td>
<td><a href="mailto:manuel.carrillo@colostate.edu">manuel.carrillo@colostate.edu</a></td>
</tr>
<tr>
<td>Marc Winokur</td>
<td>Dir Research Ctr</td>
<td>970-491-0885</td>
<td><a href="mailto:marc.winokur@colostate.edu">marc.winokur@colostate.edu</a></td>
</tr>
<tr>
<td>Marie Villesscas</td>
<td>Instr &amp; Advisor</td>
<td>970-491-3120</td>
<td><a href="mailto:marie.villesscas@colostate.edu">marie.villesscas@colostate.edu</a></td>
</tr>
<tr>
<td>Zanazow</td>
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<tr>
<td>Mark Perkins</td>
<td>Research Fellow</td>
<td></td>
<td><a href="mailto:maperk@lamar.colostate.edu">maperk@lamar.colostate.edu</a></td>
</tr>
<tr>
<td>Mary Carrahier</td>
<td>Coordinator</td>
<td>970-491-3297</td>
<td><a href="mailto:mary.carrahier@colostate.edu">mary.carrahier@colostate.edu</a></td>
</tr>
<tr>
<td>Pam Bishop</td>
<td>Instructor</td>
<td>970-491-7943</td>
<td><a href="mailto:pamela.bishop@colostate.edu">pamela.bishop@colostate.edu</a></td>
</tr>
<tr>
<td>Rebecca Orsi</td>
<td>Research Scientist</td>
<td>970-491-7237</td>
<td><a href="mailto:becky.orsi@colostate.edu">becky.orsi@colostate.edu</a></td>
</tr>
<tr>
<td>Rochelle Galey</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:rochelle.galey@colostate.edu">rochelle.galey@colostate.edu</a></td>
</tr>
<tr>
<td>Roe Bubar</td>
<td>Asso Prof</td>
<td>970-491-2950</td>
<td><a href="mailto:roe.bubar@colostate.edu">roe.bubar@colostate.edu</a></td>
</tr>
<tr>
<td>Sandra Lee</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:sandra.lee@colostate.edu">sandra.lee@colostate.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Phone</td>
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</tr>
<tr>
<td>Shannon Hughes</td>
<td>Asst Prof</td>
<td>970-491-5654</td>
<td><a href="mailto:shannon.hughes@colostate.edu">shannon.hughes@colostate.edu</a></td>
</tr>
<tr>
<td>Shari Simmons</td>
<td>Instructor</td>
<td></td>
<td><a href="mailto:shari.simmons@colostate.edu">shari.simmons@colostate.edu</a></td>
</tr>
<tr>
<td>Sue Tungate</td>
<td>Dir Field Ed</td>
<td>970-491-4695</td>
<td><a href="mailto:susan.tungate@colostate.edu">susan.tungate@colostate.edu</a></td>
</tr>
<tr>
<td>Victoria Buchan</td>
<td>Program Dir, PhD</td>
<td>970-491-5211</td>
<td><a href="mailto:victoria.buchan@colostate.edu">victoria.buchan@colostate.edu</a></td>
</tr>
</tbody>
</table>

**School of Social Work Centers**

Center for Life-long Learning & Outreached Education (CLOE)
Director: Dorothy Farrel

Human Services Assessment Project (HSAP)
Director: Malcolm Scott

Human Animal Bond in Colorado (HABIC)
Director: Georgia Granger

High Plains/ Intermountain Center for Agricultural Health and Safety (HICAHS)
Contact: Vicky Buchan or Louise Quijano

Research Center
Director: Marc Winoker

**Office Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank, Tim</td>
<td>Administrative Assistant III</td>
<td>970-491-6612</td>
<td><a href="mailto:Tim.frank@colostate.edu">Tim.frank@colostate.edu</a></td>
</tr>
<tr>
<td>Murray, Keli</td>
<td>Administrative Assistant III</td>
<td>970-491-6612</td>
<td><a href="mailto:Keli.Murray@colostate.edu">Keli.Murray@colostate.edu</a></td>
</tr>
<tr>
<td>Takacs, Joyce</td>
<td>Administrative Assistant III</td>
<td>970-491-6613</td>
<td><a href="mailto:Joyce.Takacs@colostate.edu">Joyce.Takacs@colostate.edu</a></td>
</tr>
<tr>
<td>Uman, Patti</td>
<td>Administrative Assistant II</td>
<td>970-491-1912</td>
<td><a href="mailto:Patti.Uman@colostate.edu">Patti.Uman@colostate.edu</a></td>
</tr>
</tbody>
</table>
Additional Information

NASW Code of Ethics
CSWE Accreditation Standards
Social Work Licensure guidelines per state
Student Financial Support

University Library

The CSU Libraries Help Desk provides both research (Ph. 970-491-1841) and technical (Ph. 970-491-7276) support. Merinda McLure is the librarian supporting the School of Social Work.

Meet Merinda (1 min video). Contact her for assistance at e-mail merinda.mclure@colostate.edu
Or call 970-491-7175. Find her weekly open (drop-by) office hours here.

Microcomputer Labs

The College of Health and Human Sciences’ microcomputer labs are located in Room 220 Education Building, Room 317 Gifford Building, and Room 212D Moby. Social work students primarily use Room 220 Education. It is equipped with IBM compatible micros, and utilizes Microsoft Windows. Before visiting the labs, click here to schedule lab use or view what software packages might be installed on the computers.

Free College Software packages

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

Also, click here to find more technology resources, including PowerPoint templates, and how to use citrix (accessing other software using your personal computer).
Reading Room

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

Colorado Department of Regulatory Agencies (DORA): Social Work Examiners Board

*The Board of Social Work Examiners* consists of seven members who are residents of Colorado. Three of the members are licensed Social Workers, and the remaining four are chosen from the general public.

This Board licenses/registers persons who meet the minimal requirements for this licensure pursuant to C.R.S.12-43-403. The Board also hears disciplinary matters and can bring injunctive actions against persons who violate minimum general standards or provisions of C.R.S. 12-43-222.

If you are not licensed or registered to practice social work, by law, you must list yourself as an unlicensed psychotherapist to practice in Colorado.

Please note that the information presented below pertains to licensure in the state of Colorado. Each state has its own requirements and procedures for licensure.