



CALIFORNIA STATE UNIVERSITY
FULLERTON

SOCIAL WORK PROGRAM

**California State University
Fullerton, CA**

Handbook for Students

**2009-2010
Third Edition**

SSR Section Revised 04/22/2015

IMPORTANT NOTE

This handbook is not a substitute for the current catalog of the California State University, Fullerton. Students are to be familiar with the official University policies delineated in the University catalog. The University Catalog is the primary source of policies and procedures governing all academic programs.

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PROGRAM CALENDAR

Fall Semester 2009

DATE		EVENT
June 19	Fri	Fieldwork Orientation and Placement
July 7-27	Tue-Mon	TITAN I - Early registration by appointment
August 4-5	Tue-Wed	TITAN II - Registration by appointment only for unregistered students
August 6-7, 7-8,10-11	Thu-Tues	TITAN II - Open registration & change of program by class level
August 12-21	Wed-Fri	TITAN II - Open registration & change of program for all students
August 21	Fri	Program Orientation
August 21	Fri	Last day to register without paying \$25 late fee. Last day for full refund of resident and non-resident mandatory fees.
August 22	Sat	Instruction begins. Last registration (with \$25 late fee) begins through TITAN.
August 24	Mon	First day of Instruction for Social Work 2009 Full Time Cohort
August 25	Tue	First day of Instruction for Social Work 2008 Full Time Cohort, 2008 Part Time Cohort, and 2009 Part Time Cohort
August 22 to August 30	Sat-Sun	No signatures required to add or drop most classes. Add/Drop is through TITANOnline. All permits issued in week one expire at midnight, Tuesday, September 4.
August 31 to September 8	Mon-Tues	Department issued permits required to add all classes (except classes offered at the Irvine campus). Add/Drop is through TITANOnline. All permits issued in week two expire at midnight, Tuesday, September 4.
September 8	Tues	Last day of registration with \$25 late fee. Last day to add most classes with registration permit. Last day to declare audit and grade option changes. Last day to drop classes without a grade of 'W.' Last day for full refund if status is reduced from full-time to part-time (6 or fewer units). All permits issued during the first and second week of classes EXPIRE at midnight.
September 21	Mon	Census date.
October 28	Wed	Last day to receive pro-rated refund of mandatory fees for complete withdrawal from classes.
November 13	Fri	Final deadline to withdraw from classes with a grade of 'W' for serious and compelling reasons.
December 11	Fri	Last day of class instruction.
December 12- 18	Sat-Fri	Semester examinations.
January 4	Mon	Semester ends. Grades due in records office by 12 noon. Effective date of graduation for those completing requirements.
January 4	Mon	Fall 2009 grades available, as processed, on TITANOnline.
June 19		Fieldwork Orientation and Placement

Spring Semester 2010

DATE		EVENT
January 21	Thu	Semester begins
January 23	Sat	First day of classes
January 25	Mon	First day of Instruction for Social Work 2009 Full Time Cohort
January 26	Tue	First day of Instruction for Social Work 2008 Full Time Cohort, 2008 Part Time Cohort, and 2009 Part Time Cohort
February 12	Thu	Lincoln's Birthday – CAMPUS OPEN
February 15	Mon	Presidents' Day – CAMPUS CLOSED
March 29- April 4	Mon-Sun	Spring recess – NO CLASSES; CAMPUS OPEN, except on Monday, March 31 due to Cesar Chavez Day.
March 31	Wed	Cesar Chavez Day – CAMPUS CLOSED
April 5	Mon	Classes resume
May 14	Fri	Last day of classes
May 15-21	Sat-Fri	Semester examinations
May 22-23	Sat-Sun	Commencement Exercises
May 28	Fri	Memorial Day – CAMPUS CLOSED
May 31	Mon	Semester ends; Grade reports due
<i>Spring semester 2010 classes that meet on Saturdays and/or Sundays will meet on the following dates:</i>		
	Saturdays	Sundays
January	23, 30	24, 31
February	6, 13, 20, 27	7, 14, 21, 28
March	6, 13, 20, 27	7, 17, 21, 28
April	10, 17, 24	11, 18, 25
May	1, 8, 15*	2, 9, 16*
<p>* This calendar is subject to change and is not intended to be construed as an employee work calendar. ** Possible Final Examination</p>		

MISSION, GOALS, AND OBJECTIVES

CSUF Mission Statement

The mission of the Master of Social Work (MSW) program at CSUF is to educate committed professionals for direct social work practice with vulnerable children and families, and underserved severely mentally ill individuals and groups in a socially, culturally and economically diverse urban environment, with special sensitivity to the multicultural populations of Orange County and Southern California regions. The Program's mission also includes a commitment to develop competent and accountable social workers who will contribute to the generation of practice knowledge and to provide leadership in addressing social problems and inequitable social policies affecting individuals, families and communities. This mission is consistent with the purposes of the social work profession as defined by the Council on Social Work Education (CSWE).

Social Work Program Goals

To prepare social work students to take leadership roles in public social service organizations charged with responding to societal problems such as poverty, family instability, mental illness, and child abuse; ***to educate professionals and develop social workers who will provide leadership in addressing social problems***

To prepare students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by teaching strategies to involve targeted populations in accomplishing goals, developing resources, and preventing and alleviating distress; ***to educate students to work with underserved clients***

To prepare social work students to be change agents and to work effectively in increasingly complex, culturally and racially diverse communities; ***reflecting our students' training and commitment to working in culturally- and economically-diverse urban environments***

To prepare social work students to understand the impact of racism, sexism, homophobia and other forms of oppression in creating and maintaining barriers to effective participation in American society; ***addressing training of students to provide leadership in addressing social problems and inequitable social policies***

To prepare social work students to understand the relationship of the economic, political and social system to the maintenance of poverty and oppression in American society; ***focusing on creating leaders who understand that social policies contribute to both social and economic justice and injustice***

To prepare students to develop and use research, knowledge, and skills that advance social work practice. ***View that participating actively in practice knowledge is a way to make a difference***

Core Values

Client self-determination; Respect for clients' strengths and capacity to change; Commitment to advocacy and social justice; High quality; and Accessibility

Foundation Program Objectives

The objective of the Master of Social Work is to educate committed, culturally competent professionals for direct social work practice with vulnerable populations. Students of various academic and career backgrounds are brought together to be educated on child welfare and community mental health topics with specialized emphasis placed on multicultural groups, organizations and communities. It is anticipated that most students will seek the MSW to acquire leadership positions in a variety of settings including:

- * Government agencies: federal, state and local (various social services, child welfare, mental health-related departments); and
- * Not-for-profit organizations such as national, state and local voluntary agencies.

The California State University, Fullerton, Master of Social Work program defines its overall objective as the preparation of students for professional social work practice. This is the foundation which sets the context for the achievement of specific objectives as defined in the CSWE Educational Policy Statement.

Upon completion of the MSW program, graduates will demonstrate the following 12 program objectives:

1. Understand and commit to the essence of social work as a profession, its values and ethics. (G1, 2, 3, &4) (EPAS 4.0)
2. Critically analyze and apply knowledge of human behavior in the context of social environments from a bio-psycho-social-spiritual strengths-based perspective using ecological and other applicable theories and research. (G2 &6) (EPAS 4.3 & 4.6)
3. Develop and practice communication skills for effective social work practice with systems of all sizes. (G2) (EPAS 4.5)
4. Understand, value, and respect the multicultural perspectives as well as recognize and apply skills of change to conditions of racism, sexism, homophobia and other forms of oppression, discrimination, and social and economic injustice at the individual, family, organizational, and governmental levels. (G3, 4, &5) (EPAS 4.1 & 4.2)
5. Develop and practice strategies of intervention that are empowering and advance social and economic justice. (G2, 3,4, & 5) (EPAS 4.2, 4.4, & 4.5)

6. Analyze social welfare policy and formulate advocacy and practice techniques for influencing change and/or strategies that are consistent with social work values and the pursuit of empowerment. (G4 & 5) (EPAS 4.4 & 4.5)
7. Learn theoretical frameworks that explain individual and family development across the life span, as well as developmental theories that apply to groups, organizations and communities. (G2, 4, & 5) (EPAS 4.3)
8. Learn the methods for evaluating research, its relevance to practice and the evaluation of one's own practice. (G6) (EPAS 4.5 & 4.6)
9. Use supervision and consultation appropriately. (G1) (EPAS 4.5 & 4.7)
10. Apply knowledge and skills of a generalist social work that is contextually and culturally competent. (G3 & 4) (EPAS 4.0, 4.1, & 4.5)
11. Apply knowledge and skills of advanced social work practice in the specialized areas of Child Welfare and Community Mental Health. (G1 & 2) (EPAS 4.2, 4.5, & 4.7)
12. Function effectively within the structure of organizations and service delivery systems, and when appropriate, facilitate organizational change necessary to promote social work values and ethics. (G1, 2, & 3) (EPAS 4.0, 4.1, & 4.5)

Child Welfare Concentration Objectives

1. Students will, upon graduation, assume leadership and policy advocacy roles in social welfare agencies serving children and families. (G1, 4, & 5) (EPAS 4.4 & 4.5)
2. Students will demonstrate advanced knowledge and skills to engage in direct practice interventions with clients in public child welfare settings (G1, 2, & 6) (EPAS 4.5 & 4.6)
3. Students will demonstrate skills necessary to practice with diverse populations in a variety of practice venues using multi-cultural sensitive assessment and intervention frameworks. (G2, 3, 4, 5) (EPAS 4.1, 4.2, & 4.5)
4. Students will learn and apply research, evaluation and evidenced-based literature in a systematic and applied manner in order to build a knowledge base for action on behalf of clients and agencies. (G1, 2, 3, & 6) (EPAS 4.2, 4.3, & 4.6)
5. Students will gain the information and understanding necessary to conduct a direct practice that meets legal and ethical standards within the context of the values of the social work profession and accepted child welfare practice models. (G1) (EPAS 4.0, 4.5, & 4.6)

Community Mental Health Concentration Objectives

1. Students will, upon graduation, assume leadership and policy advocacy roles in social welfare agencies serving community mental health clients. (G1, 4, & 5) (EPAS 4.4 & 4.5)
2. Students will demonstrate advanced knowledge and skills to engage in direct practice interventions with clients in community mental health settings. (G1, 2, & 6) (EPAS 4.5 & 4.6)
3. Students will demonstrate skills necessary to practice with diverse populations in a variety of practice venues using multi-cultural sensitive assessment and intervention frameworks. (G2, 3, 4, 5) (EPAS 4.1, 4.2, & 4.5)
4. Students will learn and apply research, evaluation and evidenced based literature in a systematic and applied manner in order to build a knowledge base for action on behalf of clients and agencies. (G1, 2, 3, & 6) (EPAS 4.2, 4.3, & 4.6)
5. Students will gain the information and understanding necessary to conduct direct practice that meets legal and ethical standards within the context of the values of the social work profession and within guidelines for appropriate mental health practices. (G1) (EPAS 4.0, 4.5, & 4.6)

ADMISSION

Program Overview

Master of Social Work (MSW) Curriculum

The MSW at CSUF requires completion of **60 semester unit hours** over two years of **full time** study or three years of **part time** study. Foundation coursework is founded on a generalist social work practice curriculum that prepares students for advanced academic work in one of two specialized areas, **Child Welfare** or **Community Mental Health**. While these specialized areas are designed to allow students to focus on a particular population, the student's education will contain sufficient generalist practice information to allow him/her to transfer this knowledge to any population or service setting. The program will emphasize a **Direct Practice** method concentration. This methodological approach is designed to prepare students for advanced practice and leadership roles in public and non-profit social services agencies serving children, youth, and families and in those providing community mental health services to the chronically and seriously mentally ill.

First Year Foundation Curriculum

The first year foundation courses provide students with knowledge of critical thinking within the social work context, and an understanding of the values of the profession and its ethical

standards and principles. All foundation courses address the issue of practice without discrimination and focus on the value of respect for clients regardless of age, class, race, ethnicity, gender, religion, sex, sexual orientation, family structure or disability. The foundation courses provide students with:

- knowledge of the history of the social work profession and its contemporary structures and issues
- understanding of how to apply generalist practice skills within systems of all sizes
- how to function within the structure of organizations and service delivery systems
- how to seek necessary organizational change.

The multicultural perspective is a key component of the California State University, Fullerton, MSW program. The key goal in emphasizing the multicultural perspective is to prepare students to practice social work effectively in an increasingly complex and diverse society. Therefore, all courses in the MSW program incorporate a multicultural perspective in the curriculum, with the goal of increasing students' sensitivity to the specific needs of all social and cultural groups.

In line with the CSWE Educational Policy, the first year foundation courses cover the following content areas:

- Social work values and ethics
- Diversity
- Populations-at-risk and social and economic justice
- Human behavior and the social environment
- Social welfare policy and services
- Social work practice
- Research
- Field education

MSW 501: Social Work Perspectives on Human Behavior I (3)

MSW 502: Social Work Perspectives on Human Behavior II (3)

MSW 510: Social Work Practice I (3)

MSW 511: Social Work Practice II (3)

MSW 520: Social Welfare Policy and Services I (3)

MSW 521: Social Welfare Policy and Services II (3)

MSW 530: Applied Social Work Research Methods I (3)

MSW 531: Applied Social Work Research Methods II (3)

MSW 540: Social Work Field Instruction I (2)

MSW 541: Social Work Field Instruction II (2)

MSW 577: Social Work Writing (1)

Second Year Advanced Curriculum

The second year courses build upon the foundation courses of the first year and are more focused in nature, preparing students for autonomous professional social work practice in the areas of child welfare or community mental health. At the advanced level, students are expected to understand theory, analyze it for its contextual properties and implement culturally competent practice in one of the specialization areas. Additionally students will be prepared to evaluate their practice and programs, and create research questions that demonstrate advancement of ideas with specific populations. Furthermore, students are expected to understand the connection between personal troubles and social issues, and realize that social change is a natural extension of social work practice at all levels. They will be prepared to advocate and organize to this end. Under the supervision of program approved field instructors, students will complete internship hours that allow them to carry out advanced curriculum objectives. At the conclusion of their study, students will prepare a capstone project that reflects their knowledge, skills and values as professional social workers.

Child Welfare Specialization

The California State University, Fullerton MSW aims to prepare advanced child welfare professionals as change agents who have a current knowledge of theories related to children, youth, and family services.

- MSW 503: Social Work Perspectives on Human Behavior III (3)
- MSW 512: Child Welfare: Advanced Practice I (3)
- MSW 513: Child Welfare: Advanced Practice II (3)
- MSW 522: Child Welfare Policy and Social Work (3)
- MSW 542: Advanced Social Work Field Instruction I (2)
- MSW 543: Advanced Social Work Field Instruction II (3)
- MSW 550: Social Work Practice with Diverse Populations (3)
- MSW 564: Professional Issues in Social Work: Supervision, Grants, and Finance (3)
- MSW 596/597: Master's Project (3/3)

Electives: May be taken outside of the MSW program (3)

- MSW 561: Social Work Practice and the Law (3)
- MSW 570: Social Work Practice in Substance Abuse Treatment (3)
- COUN 522: Techniques of Brief Treatment and Assessment (3)
- COUN 525: Psychopharmacology for Counselors (3)
- COUN 535: Addictions Counseling (3)
- HESC 520: Advanced Topics in Community Health (3)
- PSYC 545: Advanced Psychopathology (3)
- SOCI 503/GERO 503: Aging and Public Policy (3)

Community Mental Health Specialization

The California State University, Fullerton MSW aims to prepare advanced mental health practitioners with a current knowledge of theories related to care, support and activism in the community mental health arena.

- MSW 503: Social Work Perspectives on Human Behavior III (3)
- MSW 514: Community Mental Health: Advanced Practice I (3)
- MSW 515: Community Mental Health: Advanced Practice II (3)
- MSW 523: Mental Health Policy and Social Work (3)
- MSW 542: Advanced Social Work Field Instruction I (2)
- MSW 543: Advanced Social Work Field Instruction II (3)
- MSW 550: Social Work Practice with Diverse Populations (3)
- MSW 564: Professional Issues in Social Work: Supervision, Grants, and Finance (3)
- MSW 596/597: Master's Project (3/3)

Electives: May be taken outside of the MSW program (3)

- MSW 561: Social Work Practice and the Law (3)
- MSW 570: Social Work Practice in Substance Abuse Treatment (3)
- MSW 580: Social Practice with the Poor and the Homeless (3)
- COUN 522: Techniques of Brief Treatment and Assessment (3)
- COUN 525: Psychopharmacology for Counselors (3)
- COUN 535: Addictions Counseling (3)
- HESC 520: Advanced Topics in Community Health (3)
- PSYC 545: Advanced Psychopathology (3)
- SOCI 503/GERO 503: Aging and Public Policy (3)

Field Practicum

Field practicum is an integral part of social work education and provides an opportunity to integrate knowledge, skills, and values. Over the course of the program, students receive approximately 900 clock hours in the field, approximately 16-20 hours per week. Field Practicum may extend beyond the typical academic semester schedule. The field experience is guided by an individualized learning contract that students develop with their field instructors. As part of the Field Practicum, students also participate in a weekly seminar where they practice the integration of knowledge, skills, and values. The Director of Field Education is responsible for this component of the curriculum.

Since suitable placements may not be available to all students in the Fullerton area, students may be required to travel to other communities. Students are required to have access to travel to and from Field Placement. Students are also required to meet the transportation requirements of the Field Agency.

Students will purchase liability insurance from the University, which carries a blanket policy for faculty and students.

Students should be familiar with the National Association of Social Workers (NASW) Code of Ethics (www.socialworkers.org/pubs/code).

Community Project

The CSU system requires a culminating experience for graduate education in the form of a thesis or community project. The MSW program requires students to participate in the community project as this culminating experience and as a prerequisite to graduation and awarding of the MSW Degree. (3 units).

Admission Requirements

Admission to the MSW program is based on an overall evaluation of the applicant on the following criteria: 1) intellectual and academic potential, 2) relevant human services experience, 3) leadership potential, and 4) evidence of appropriate critical thinking and communications skills.

Bachelor's Degree

The Social Work Program requires a minimum of an earned baccalaureate degree for admission to its MSW program.

Essential Requirements

Applicants must meet these requirements before the Admissions Committee will review the application. It is the responsibility of the applicant to ensure that the application file is complete.

- Application for Fall Admission: Department Application and CSU Mentor Application.
- Bachelor's degree
- Prerequisites: Students with a bachelor's degree from a CSU or UC Campus meet the prerequisite requirements. Applicants must have an educational foundation in liberal arts / social sciences. The purpose of the liberal arts/social sciences perspective is to prepare students for the intellectual and practical challenges they will encounter in their social work education, as well as throughout their social work careers.
- Minimum GPA of 3.0 for the last 60 units.
- Resume and/or Curriculum Vita
- Personal statement

- Three letters of recommendation
- Interview with admission committee
- Evidence of paid or volunteer experience in human services field
- An example of scholarly writing

Advancement to Program Second Year

Regular MSW students may be advanced to their second year of study upon completion of the Foundation curriculum. Advancement is based upon a formal review and recommendation by the faculty.

Degree Requirements (Advancement to Candidacy)

Students must file a graduation check the semester prior to graduation in accordance with University policy as stated in the University Catalog. With this filing, a grade-point average of 3.0, and written approval of the advisor, the student moves to candidacy.

The University confers the MSW degree upon fulfillment of the following requirements:

1. Completion of 60 units of coursework
2. Completion of approximately 900 hours of field experience
3. Completion of a Community Project
4. Grade point average of 3.0 and a grade of “C” or better in all courses taken to satisfy the requirements for the degree as specified in each student’s Study Plan
5. Completion of a minimum of 30 units of credit in residence
6. All coursework leading to the MSW degree must be completed within 4 years from first enrollment.

Prerequisites

The MSW curriculum is designed to provide a well-planned educational experience for the student, and therefore sequencing of courses is very important in the preparation of graduate level social workers. Students must fulfill prerequisite requirements.

Waiving of Credits

Waiving of credits from the program of study of Master’s students is allowed in the following situations:

Testing Out of Courses

In order to comply with accreditation policy regarding not repeating content, we do allow students to test out of foundation courses. The form to be completed is in the student handbook. This form must be filed with the Program Director in time for arrangements to be made for testing with appropriate faculty **prior to the start of the student's first semester in the program.** Policy requires that where there are sequential classes--classes with prerequisites like MSW Research 530 (Methods) and MSW 531(Statistics)--a student must have successfully taken or tested out of first class in the sequence. The foundation courses where testing out is an option include the research classes (530 and 531), the policy classes (520 and 521), foundation practice (510 and 511) and foundation human behavior classes (501 and 502). In each instance there is a final capstone exam or comprehensive paper and this will be used as a means for the test of competency for the student. The exam will be graded by a professor who regularly teaches that class. The student must receive a grade of "B" or higher or the equivalent in percentage or points designated as a "B," which must be 85 points/percent or higher. Students will be provided with the syllabus for the class that they wish to test out of upon completing the appropriate paperwork. They will have two weeks in which to study for the exam which must be taken before the beginning of the semester. Place of testing is to be worked out between the professor proctoring the exam and the student.

Transfer of courses taken at other colleges/universities

Graduate course work from another institution may be allowed as transfer credit toward the MSW degree if the course work meets specified criteria:

1. Coursework must have been taken within five years prior to enrollment in the MSW program at CSUF. This requirement notwithstanding, all coursework that counts for the master's degree must have been completed within the seven-year period immediately preceding the approved application for graduation.
2. If the course is to substitute for a Foundation course, it must have equivalent content taken at an accredited Social Work program.
3. Generally, no course transfers are permitted for required Concentration courses.
4. Transcripts and course syllabi or other explanations of course content may be required to judge appropriateness. The Curriculum and Educational Policies Committee is responsible for making decisions on transfer of credits.
5. All coursework that counts for the master's degree must have been completed within the seven-year period immediately preceding the approved application for graduation.

Life or Work Experience

In accordance with the standards of our accrediting body, the Council on Social Work Education, it is the policy of the Program not to permit granting of academic credit for previous life or work experience at either the undergraduate or graduate level.

Special Curricula

Students who participate in special programs, such as those funded by the California Social Work Education Center (CalSWEC) and the Mental Health Services Act, are required to fulfill learning objectives that may be in addition to those required of other students.

Field Instruction

Field instruction is an integral component of the curriculum in social work education. Students enrolled in Field Practicum spend sixteen to twenty hours each week in a field placement applying the knowledge, skills, and values learned in other courses. The field experience is guided by an individualized learning contract that students develop with their field instructors. They meet with a field instructor or agency task supervisor for a minimum of 1½ hours per week. As part of the Field Practicum, students also participate in a weekly two-hour seminar each week. The Field Practicum Seminar provides students the opportunity to integrate knowledge, skills, and values with field experience.

Students will take MSW540 and MSW541 during the Foundation Year. These are the Field Seminars and provide students with opportunities to process the experience gained in the field placement agency, gain insight into themselves and direct practice modalities, and explore alternative approaches. During the Concentration Year, students will take MSW542 and MSW543. These Concentration Year Field Seminars will be specific to the chosen concentration of Child Welfare or Community Mental Health and will help the student to process the experience gained in the specific concentration field placement and to further expand their direct practice skills. By the end of the program, students will have logged 900 clock hours in field placement.

The Program places students in agencies in Orange and other selected counties. A selected group of highly qualified field faculty members supervise students placed in those agencies. Field placement assignments are collaborative decisions of the Director of Field Education, field faculty, faculty adviser, student, and, in some cases, the Director.

In unusual situations, students may be eligible to use their employment for field practicum. A number of conditions are to be met before this can be decided. The Director of Field Education is responsible for negotiating and directly monitoring these arrangements.

DEGREE REQUIREMENTS

The University confers the MSW degree upon fulfillment of the following requirements:

Credit Requirement

For the program, completion of 60 hours of graduate credit is required. All work toward the graduate degree must be completed within four years from enrollment.

Completion of Field Practicum

A student in the program must successfully complete the foundation field practicum to be eligible to enter the concentration field practicum. To be eligible for graduation the student must complete the concentration field practicum.

Specified Study Plan

Each graduate student, in consultation with the student's advisor, will complete a Study Plan appropriate for the master's degree and the student's academic and/or professional goals. This Study Plan must be completed after 9 units are taken; at that time, a student achieves Graduate Classified Standing. The advisor will certify the completion of the student's Study Plan.

Academic Performance Requirement

All graduate students must maintain a grade point average of 3.0, or an average grade of "B," or better in all courses taken to satisfy the requirements for the degree as specified in each student's Plan of Study. A course in which no letter grade is assigned shall not be used in computing the grade point average. A grade below "C" is not acceptable for any graduate course.

Time Limit for Completing the Program

Full-time students normally complete the program in two years, and part-time students will normally complete the program in three years. Courses are offered to allow students to complete the program within those times. Additional time may be allowed; however, Title 5 of the California Code of Regulations specifies that a master's degree shall be completed within a seven-year period. CSWE requires that the program be completed within four years.

Leave of Absence

Leave is handled in accordance with University regulations as stated in the University Catalog. Since students move toward their degree as part of a cohort, Leaves of Absence for one semester will not be approved. Approval for a leave must have written permission of the Program Director.

Advancement to Second Year of Program

Full-time students will be evaluated for advancement to second year by the faculty as a whole prior to the beginning of the second year course of study. Full-time students with a GPA below 2.25 at the end of the first year will be discharged from the program. Students with a cumulative grade-point average below 3.0 will automatically be placed on Academic Probation by the Admissions and Records office. Students who do not raise their GPA within two semesters of being placed on probation will be subject to disqualification from the University. Students academically disqualified cannot re-apply to the same graduate program at CSUF (See University Catalog section on Probation and Disqualification). Students with a GPA from 2.25 to 2.99, those with unresolved matters from previous Student Status Reviews, and those without positive recommendations from the field evaluation process will be evaluated via the Student Status Review process regarding advancement to their second year. Students with a GPA of 3.0 or better, who have fulfilled all conditions of admission, and who receive a positive recommendation from the field evaluation process will be advanced.

Continuous Enrollment for Graduate Candidacy Standing

Graduate students who have been advanced to candidacy and have completed all course work required by the master's degree program but who have not completed the culminating experience (community project) may enroll in GS700 through the Graduate Studies Office for the purpose of maintaining continuous enrollment at CSUF. The student will continue to register for this course each academic term until the culminating experience requirement for the master's degree is completed (not to exceed four years).

Application for Graduation

All master's students must apply for graduation through the Student Center in Titan Online and pay SFS a graduation processing and diploma fee of \$115. If you need to change your projected date of graduation, you must inform the Graduate Studies Office as soon as possible by filing a Change of Graduation Date form and paying a \$10 fee to the university cashier.

GUIDELINES FOR PROJECTS

Introduction

As stated above, the California State University system requires a culminating experience for graduate education in the form of a thesis or community project. Accordingly, the MSW program at CSUF requires students to do a community project.

The university establishes the time by which the project report must be submitted. Students must work with the assigned faculty member to complete the project in time to obtain

approval prior to the university deadline. Graduation will be delayed if the university timeline is not followed. The following is a list of guidelines for projects:

- An acceptable project demonstrates substantial scholarship and service to the community. Scholarship is demonstrated by literature review, and service is demonstrated by potential benefit to the community.
- A project begins with a proposal that describes the project in sufficient detail to allow evaluation of its potential benefit to the community and of the amount and kind of work required to complete the project.
- A project requires an evaluation component. The evaluation may be either an evaluation design that will be implemented after the project is completed or an evaluation of a program or service that is conducted during the project.
- A project requires substantial documentation. The project requirements are outlined in the syllabi for MSW 596 and MSW 597.
- Each student shall submit a final project report independently from other students. Distributing responsibility for writing chapters in the report is inconsistent with the intent of this requirement.
- Upon approval by the faculty, each student shall present his or her project in a public forum.

ADVISEMENT

Advisement as a Tool to Students

Every student is assigned to an advisor before they are invited to the program orientation. These faculty advisers assist the students in assessing their particular strengths and help them select their areas of study. Students are helped to assess their objectives in relation to their future career goals and learning needs. They are also helped to evaluate what practicum setting will best meet their interests and learning needs.

Faculty advisers meet with students on a regular basis to assess progress and to identify potential problems associated with performance in the classroom and the field. The advisors are required to fill out the relevant columns of the student's Study Plan kept in each student's academic file. The students are strongly advised to meet the advisors at least once every semester.

Students may have the option to change advisors, if needed, by making a formal request to the Director of the Social Work Program.

The Student Status Review is a formal procedure to review the student's performance. Detailed procedures of Student Status Review are given below.

The student is automatically placed on academic probation whenever the GPA falls below 3.0. The Director notifies the respective advisor as soon as this happens.

Purposes of Advisement

Student advisement is an integral part of the educational experience and a major faculty responsibility. The advisement system has the following purposes: 1) to provide each student with a faculty member who knows the student's educational interests, goals, and educational program and who serves as a resource in assisting the student in his/her total educational experience; and 2) to provide the Program with a clear channel through which to carry out certain administrative functions in reference to each student.

Duties and Responsibilities of the Advisor

The advisor has primary responsibility for helping the student make maximum use of learning opportunities and, in general, acts to advance the student's best interests.

Specifically, the advisor:

1. Works closely with the student at the beginning of the educational experience to complete the Study Plan. The student keeps a copy of the plan and the advisor places the original in the student's academic file to be updated each semester as needed;
2. Assists with registration and signs the student's registration documents each semester;
3. Consults with the student regarding short and long term educational goals;
4. Assists the student in choosing selected areas of study and electives to meet his/her goals;
5. Helps the student assess her/his educational needs and objectives regarding the two field placements while considering potential resources;
6. Based on this assessment, makes recommendations about the student's educational needs and placement preference to the Director of Field Education, and shares the recommendations with the student;
7. In the event it is deemed useful/necessary will initiate a Special Advisement for the student and chair the meeting, working with the student to implement the recommendations that ensue; and
8. Is available to the student to discuss personal issues as they impinge on the student's educational experience and, if indicated, make appropriate referrals to University and community resources.

The student must meet the advisor at least once every semester to review academic progress.

Change of Advisors

When students select their concentrations, they may change advisors to a faculty member who teaches in the concentration they have selected, if this has not coincided with the initial assignment. Students may request a change of advisors from the Director of the Program. Such

changes will take into consideration the student's preferences to the degree possible. Reassignment is based on faculty workload and the agreement of the faculty member affected.

STUDENT STATUS REVIEW

Academic Support Meeting:

Preamble

An academic support meeting is designed to facilitate student success whereby students who are academically or behaviorally at risk are linked with valuable campus support networks through meeting with their academic advisor. Faculty members may request an academic support meeting when a student demonstrates a pattern of difficulty with timeliness or completeness of assignments, evidences risk of academic failure, exhibits behavioral difficulties within the classroom/learning environment, demonstrates the need for access to additional campus resources, or has difficulties with their field placement.

Procedures:

Faculty members may formally initiate a request for an Academic Support Meeting (ASM) by informing the student and their academic advisor in writing through electronic mail. The ASM request should clearly state the instructor's specific area(s) of concern so that these may be addressed during the ASM. Once the ASM request has been made, the student is allotted seven calendar days in which they need to contact their advisor and set a meeting time. Meeting times are to be scheduled at the convenience of the academic advisor. Failure on the part of the student to contact their advisor within this time frame will result in referral of the student to the Student Status Review Committee for hearing. Attendance at the ASM is required.

During the ASM, the student and academic advisor will develop a plan of action to address the faculty member's concern (s). While each student's plan of action is individualized, components of the plan of action may include such action steps as referral to campus academic support resources, attending academic skill building workshops, referral to a campus librarian for assistance as well as a variety of other options as indicated by the student's areas of difficulty. Once the plan of action is complete, it is the student's responsibility to inform their instructor of the contents of this plan and to implement the plan of action according to their agreement with the academic advisor. Both the instructor and academic advisor may monitor the student's progress on the plan of action as they deem appropriate. Failure on the part of the student to adhere to the steps outlined in the action plan may result in referral to the Student Status Review Committee for a formal hearing.

Student Status Review:

Preamble

The Student Status Review is the process by which the Social Work Program addresses student performance and conduct problems. The Student Status Review Committee (SSRC) is charged by the faculty of the Department of Social Work with responsibility for the administrative review of any student's academic or clinical performance or behavior that violates appropriate expectations in the classroom or practicum setting, or that violates the values and ethics of the profession.

Social work students are expected to establish and maintain professional relationships at all levels, both within and outside the classroom (with faculty, staff and students; with individual clients, groups, the community, and others). This entails, among other things, adhering to standards of academic honesty; engaging in appropriate, professional behavior in both academic and clinical settings; respecting self and others; and being able to communicate in ways that are non-exploitative of others. Moreover, social work students are expected to adhere to the values and standards of the social work profession as exemplified in the National Association of Social Workers (NASW) Code of Ethics.

The Student Status Review Committee is a standing committee of the Social Work Program. To properly discharge its responsibilities and authority, the Student Status Review Committee will be representative of the faculty and shall be constituted of three (3) full time faculty members (and alternates) appointed by the Student Status Review Committee Chair. Members of the faculty shall elect the Chair of the Committee. These faculty representatives will be responsible for conducting hearings. Decisions made will require a simple majority vote of the Committee. Minutes of hearings and Committee decisions will be forwarded to the Director of the Program within 10 working days of the hearing. Students may obtain copies of the meeting minutes by making a formal request to the Committee Chair in writing. Copies will be made available to the student to pick up from the Social Work Department Office.

The student may appeal the SSRC's decision to the Director of the Program. Upon receipt of the SSRC's decision and the minutes of the hearing or an appeal from the student, the Director will act upon the matter and implement the decision. The Director will communicate this decision to the student and the SSRC.

General Guidelines

The student status review process may be initiated by a) the student, b) the student's faculty advisor, or c) any faculty member concerned about the student's status.

A faculty member who initiates the review and who serves on the SSRC shall be temporarily replaced by an alternate and shall not vote on the matter before the Committee. Likewise, if the faculty member initiating the review serves as the student's academic advisor, the student will be provided with an alternate faculty member to serve as their advisor throughout the proceedings.

Anyone initiating the Student Status Review process must make the request to the Chair of the SSRC in writing with a copy of the request placed in the student's academic file in the main office.

Student performance and behavior will be reviewed by the SSRC in the following circumstances:

1. The student fails to correct deficits in his/her academic performance as stipulated in prior Special Advisement agreements or Academic Support Meetings.
2. The student receives a grade that is not considered passing for that course.
3. The student's GPA for courses in the Social Work Program drops below a 3.0, the student is at risk of being placed on academic probation by the Graduate Studies Office, or the student is in danger of not completing their coursework as outlined in their Plan of Study.
4. The student violates University standards of academic integrity.
5. Student is in receipt of a scholarship or stipend that is put in jeopardy by the student's professional behavior or academic performance.
6. Faculty concern over attitudinal, behavioral or ethical considerations that question the student's fitness for the profession of social work. This involves maintaining social functioning that allows for effective participation in the academic and practicum requirements of the program. Social functioning refers to the student's ability to cope with the demands generated by their interaction with their environment.
7. Impairment in social functioning and/or occupational functioning may be exhibited by a single discrete episode that clearly violates the University's expectations for student conduct or the NASW Code of Ethics, state regulations defining professional misconduct, or by a pattern of recurring behavior which may include, but not limited to the following:
 - a. Consistently unable or unwilling to carry out departmental or practicum responsibilities.
 - b. Presents frequent personal crisis such that tasks, assignments, tests, appointments and field activities are not completed in a timely manner and/or require rescheduling.
 - c. Exhibits provocative behavior such that the behavior alienates the student from others, disrupts class or meetings or the flow of work in the practicum agency or results in repeated complaints from the field instructor, students, faculty, or others in the academic or practicum environment or related agencies.
 - d. Frequent misinterpretation or misrepresentation of others' communications or behaviors.
 - e. Displays frequent attention-seeking or other inappropriate behavior, which disrupts the academic or practicum environment.

- f. Displays erratic, disorganized, incoherent, or unpredictable behavior.
- g. Lacks insight or is unable to perceive the negative consequences of own behavior.
- h. Frequently blames others or external factors for failures and difficulties in the academic or practicum environment.
- i. Takes the position that there is justification for having hurt or mistreated another person.
- j. Repeatedly fails to plan ahead or is impulsive, causing distress, disruption, or harm to others.
- k. Is verbally or physically aggressive toward others.
- l. Is disoriented to person, place, or time, such that the school or practicum responsibilities cannot be carried out.
- m. Is unable to sustain harmonious school and practicum relationships as exhibited by recurring interpersonal conflicts.
- n. Displays intoxication or impairment at the University or practicum agency, due to abuse of alcohol or a psychoactive substance or misuse of prescription medication.
- o. Displays behavior that results in a consensus among faculty and/or field practicum personnel that the student would present a clear threat to others upon entering the professional field of social work practice.
- p. Commits an act that violates state or federal law and compromises the student's fitness for the profession of social work.
- q. Engages in unprofessional or inappropriate behaviors within the field, classroom, community or electronic/social media settings that intentionally or unintentionally put clients at risk or violate client's rights as specified by the NASW Code of Ethics and/or field agency policies.

Unacceptable performance in the area of humanistic attitudes, beliefs, and values is grounds for student status review, especially when another's right to self-determination and dignity is infringed upon, and includes the following:

1. Inability to tolerate different points of view such that it affects classroom or practicum performance of the student or others.
2. Lack of flexibility in attitudes toward race, culture, ethnicity, age, physical or mental abilities, gender (including the roles of males and females), sexual orientation, religion, or other human diversities such that it affects classroom or practicum performance or impinges on the right of others.
3. Not allowing clients the opportunity to make their own choices and experience the consequences of such choices (appropriate exceptions noted regarding minors or when severity of consequences are unacceptable such as in the case of suicidal behavior).

Nothing in these standards shall contradict the standards concerning child abuse and neglect, or threats to self or others according to local, state, and federal statutes. Standards for students apply to field practicum settings, the academic environment and the professional community.

The SSRC will include in its deliberations all available information relating to student performance, including academic performance, attitudinal or ethical considerations, and personal circumstances that affect academic performance.

The SSRC may recommend the following actions:

1. Dismissal from the Social Work Program
2. Failing grade assigned in a course
3. Academic probation
4. Disciplinary probation
5. Interventions and/or a corrective action plan to be followed by the student.
6. The student is placed on administrative leave for up to one year
7. Formal warning
8. Proceed without probation or warning

Dismissal from the Program

The SSRC may recommend dismissal from the Program for students whose academic, classroom, or practicum performance is judged to be unacceptable.

A student who fails to satisfy conditions of probation in a timely fashion will be dismissed.

A student will be dismissed when his/her performance in the classroom or in the practicum setting is inconsistent with the spirit and the letter of the NASW Code of Ethics in situations in which ethical judgment is to be exercised and professional intervention or professional conduct is required.

Academic Probation

Stipulations herein delineated reflect minimum standards of academic performance in professional social work courses that may exceed University rules and regulations on semester and cumulative GPA.

A. Criteria for academic/disciplinary probation.

These criteria are not intended to exhaust all ways a student might be placed on probation.

1. Any student may be placed on probation whose performance and/or professional development is judged to be inadequate (e.g., not consistently progressing toward completion of the degree).

2. Any student who earns a D or below in a core social work course shall be considered failing in that course and placed on academic probation.
3. A student may be placed on probation when they display attitudes, behaviors or lack of judgment which cause disruption in the academic or clinical setting or poses potential risk to the well-being of the student or the student's clients.

B. Duration of academic/disciplinary probation.

The duration of academic probation will be at the discretion of the SSRC where there are no set University rules and regulations. A student cannot graduate from the program while on probationary status.

C. Required student performance.

The SSRC will delineate specific expectations for student performance while on probation. At the conclusion of the probationary period the SSRC will review the student's performance and make one of the following decisions:

1. Remove from probation
2. Continue probation
3. Dismiss from the program. A recommendation to dismiss will require a simple majority of voting members of the SSRC.

D. Intervention/corrective action plan.

Academic probation sets in motion interventions that are designed to maximize the opportunity for the student to learn. The SSRC may recommend interventions that would facilitate student performance. Examples might include referral to the Learning Laboratory; an additional field placement and/or extended field placement; regular meetings with the academic advisor; medical or psychiatric evaluation, delay of Field Placement, etc.

E. Administrative leave.

Administrative leave may be instituted for up to one academic year. This process is overseen by the Office of Graduate Studies and will be administered in accordance with their guidelines.

F. Formal warning.

A formal written warning will be placed in the student's departmental file for their duration of the enrollment in the program. If after receiving a formal warning, any additional concerns are raised by faculty regarding the student's behavior or academic performance at any point in time during the student's enrollment in the program an immediate SSR meeting will be held.

Procedures

- A. A written request for a student status review with supporting material must be made to the Chair of the Student Status Review Committee. Such request must specify student performance or conduct that necessitates review of the student's status.
- B. The Chair of the SSRC will forward the request and supporting material to members of the Committee. Within one (1) week, members of the SSRC will review the request and determine if the issues meet requisite conditions for student status review. If the matter falls within the purview of the SSRC, the Committee will set a date for the student status review. The notification to the student shall be in writing and shall specify the alleged deficiencies in performance or conduct; and the date, time, and location of the review. The notification shall also specify that the student has the right to contact his or her academic advisor who will be available to assist the student in preparing for the SSRC meeting. The notification shall be delivered to the student in person or via electronic mail through their university account. A copy of the notification letter will also be sent to the student by registered mail, specifying receipt requested. The notification shall also be sent to the student's faculty advisor, and the Director of the Program.
- C. The person initiating the request for a Student Status Review may request that such review be canceled or discontinued by submitting a written request to the Chair of the SSRC giving reasons for the request. Upon receipt of the request for cancellation, the Chair of the SSRC shall poll members to determine whether cancellation is appropriate. Such request shall be made as early as practical.
- D. The person initiating the review must be present during the Student Status Review meeting.
- E. A student shall have the right to present data that challenge the allegations necessitating this review.
- F. A student may ask others to address the SSRC on his/her behalf.
- G. A student shall be able to question anyone participating in the proceedings during the meeting.
- H. The student shall have the right to ask for a break or a brief consultation with their academic advisor at any point during the hearing
- I. The procedures for Student Status Review Committee meeting include the following:
 - 1. Call to order
 - 2. Roll call of participants
 - a. Verification of presence of Committee members
 - b. Verification of presence of student
 - c. Verification of presence of person requesting the review of the student
 - d. Verification of presence of student's academic advisor

- e. Verification of presence of student's invitees (if student has invited others to address the Committee)
- 3. Verification of due notice to student
- 4. Disposition of procedural questions, if any
- 5. Hearing
 - a. Statement of the circumstances necessitating this review
 - b. Presentation of the Program's evidence
 - c. Statement by the student (if the student desires)
 - d. Presentation of student evidence
 - e. Statements of invitees speaking on student's behalf
 - f. Committee questions to the student regarding statements and evidence presented in the hearing
 - g. Additional statement by the student (if the student desires)
 - h. Student and academic advisor are dismissed.
- 6. Executive session to review facts and determine decision
- J. The Chair shall make the procedures for the meeting available to all participants.
- K. An appointed secretary will take minutes of the Student Status Review proceedings. The student will be advised during the student status review process of their right to obtain a copy of the minutes. It is the student's responsibility to obtain a copy of the minutes.
- L. The Student Status Review meeting will be audio recorded by the recording secretary. Audio files will be stored confidentially in the Social Work Department office.
- M. The Chair will notify the student in writing of the Committee's decision within fifteen working days following the hearing. Notification shall be delivered to the student in person or via e-mail. A copy of the SSRC decision will be sent to the student at their address they have listed with the university by registered mail, specifying receipt requested.
- N. The Chair will submit signed minutes and the Committee's decision to the Director within fifteen working days following the hearing. Corrections to the minutes shall be made within five working days from Director's receipt of the minutes.
- O. Students may appeal the Committee's decision to the Director within five working days after receiving notification of the decision. The appeal must be in writing.
- P. The Director will act upon the Committee's decision and/or the student's appeal and implement his/her disposition of the matter within ten working days of receipt of the decision and/or the student's appeal.
- Q. The student may appeal an adverse decision in the manner prescribed by the University.

STUDENT CODE OF CONDUCT

Academic Dishonesty

The Social Work Program strictly adheres to the University's policy on Academic Dishonesty. Students should become familiar with this policy, and address only questions to their advisor. Failure to comply with the policy may lead to suspension or expulsion from the University. The policy is as follows:

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and are not to give unauthorized assistance. Faculty members have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic dishonesty is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to examinations alone, but arises whenever students attempt to gain an unearned academic advantage. **PLAGIARISM** is a specific form of academic dishonesty (cheating) which consists of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty is submission of the same, or essentially the same, paper or other assignment for credit in two different courses without receiving prior approval. A faculty member who is convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty ranging from an oral reprimand to an F in the course. In addition to notifying the student, the faculty member shall also notify the Program Director or Chair, and the Vice President for Student Affairs.

Classroom Conduct

CSU Fullerton Sexual Harrassment Policy

Sexual harassment is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the California Fair Employment and Housing Act, as well as under CSU Executive Order 345. California State University, Fullerton is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the university environment, all faculty, staff, and students are entitled to be treated on the basis of their qualifications, competence, and accomplishments without regard to gender. Individuals are entitled to benefit from university programs and activities without being discriminated against on the basis of their sex. Sexual harassment violates university policy, seriously

threatens the academic environment, and is illegal. The policy on campus is to eliminate sexual harassment and to provide prompt and equitable relief to the extent possible.

Sexual harassment includes such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- The conduct has the purpose or effect of interfering with an employee's work performance, or creating an intimidating, hostile, offensive or otherwise adverse working environment;
- The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

Sexual harassment will not be tolerated by the University and may result in disciplinary action, up to and including termination or dismissal. Administrative personnel are available to answer questions or handle complaints by students, employees, student applicants or employee applicants. The names and office locations of sexual harassment counselors and respective administrative personnel are available in the Counseling Center and the Office of Personnel Services. Any employee who believes that this policy has been violated should promptly report the facts of the incident(s) and the person(s) involved.

Appeals and Grievances

A graduate student who experiences difficulties arising from course evaluation, judgment of performance, master's degree requirements, advancement to candidacy, general regulations, and/or grievance situations should discuss the issues first with the Graduate Program Adviser. If the student wishes to review further the problem or to appeal a decision, the student should then consult, in sequential order, with the appropriate department chair, school dean, the Associate Vice President for Graduate Studies and Research, and, finally, the Vice President for Academic Affairs.

Under the Student Academic Grievance Procedures, a student may appeal any sanction employed by faculty or the University based on an allegation of academic dishonesty. The initiation of the grievance must occur within fifteen (15) school days after notification of the grade is mailed or personally given to the student. Copies of these procedures are available in the offices of the school deans.

Attendance and Participation

Regular attendance and active participation are required and very important in this course. Active participation includes the ability to integrate readings, concepts and experiences, to provide constructive feedback to student colleagues and faculty and to be open to the feedback from others. Students are expected to do all reading in advance and to come to class prepared for the class session.

FORMS

The following forms are used in the MSW program and a copy of each follows.

MSW1	<i>APPLICATION TO TEST OUT/TRANSFER COURSES TO BE APPLIED TOWARD THE MSW DEGREE</i>
MSW2	<i>CHANGE OF ADDRESS</i>



Department of Social Work

APPLICATION TO TEST OUT/TRANSFER COURSES TO BE APPLIED TOWARD THE MSW DEGREE

Name _____ CWID -- --

TESTING OUT: The following courses are available for testing out (30 credits maximum)

- MSW 501: Social Work Perspectives on Human Behavior I (3 units)
MSW 502: Social Work Perspectives on Human Behavior II (3 units)
MSW 510: Social Work Practice I (3 units)
MSW 511: Social Work Practice II (3 units)
MSW 520: Social Welfare Policy and Service I (3 units)
MSW 521: Social Welfare Policy and Service II (3 units)
MSW 530: Applied Social Work Research Methods I (3 units)
MSW 531: Applied Social Work Research Methods II (3 units)

Where there are sequential classes--classes with prerequisites like MSW 530 (Research Methods) and MSW 531(Statistics)--a student must have successfully taken or tested out of the first course in the sequence.

TRANSFER: List courses below (6 credits maximum, except for regular students transferring from accredited MSW programs). Students must show equivalency through syllabi, etc.)

_____ for _____
_____ for _____
_____ for _____
_____ for _____

Recommended [] _____
Adviser

Approved: [] _____

Denied: [] _____
Director, Social Work Program

CHANGE OF ADDRESS

DATE: _____

STUDENT NAME: _____

NEW ADDRESS: _____

NEW PHONE: _____

NEW EMAIL: _____

SIGNATURE OF STUDENT: _____

MSW2
UPDATED 11/04/09