This handbook delineates the policies determined by the faculty of NCSSS for the MSW program. Master’s students are also subject to policies and regulations found in the CUA Student Handbook and the Graduate Studies Announcements. In case of conflict among these sources, the MSW Student Handbook governs.
Greetings and welcome to the National Catholic School of Social Service at The Catholic University of America! Our values of justice, charity and service are directly derived from Catholic Social Teaching and the values of the profession of social work. Here you will find people from diverse faiths, cultures and experiences respected, regarded, and celebrated as unique individuals whose gifts are vital to the common good of our school.

In the work being done at NCSSS, whether in the classroom, through scholarship, or in service to the community, our faculty, staff and students seek to create a better world through social work. In doing so, we respond to and reflect the church’s call to love our neighbors and become the “extraordinary force” that builds charity and justice in the world. Our vital work embodies Pope Francis’ call to serve people in poverty and those who are oppressed in society. It is this work that animates our learning community, making it a most unique school of social work.

We are well-equipped for the work we do through the impressive talent, knowledge, and education of our faculty who research and teach about the challenges of clinical social work in a multicultural society that is rapidly changing. In building knowledge through scholarship, our faculty serve society in ways that provide hope and opportunity for individuals, their families, and society as a whole. The collective scholarly record of NCSSS includes research in child welfare, family strengthening, trauma, domestic violence, poverty, and aging, to identify just a few of the important areas of social work research at the school.

As Dean of NCSSS, I am so very proud of our school, its faculty, staff and students! NCSSS is truly a wonderful place to learn and work! I invite you to discover for yourself the good and vital work being done at NCSSS. I hope, in your process of discovery, you hear the call to join us as we serve the world through the power of social work!

Cheers!

Dr. Will C. Rainford
Dean of NCSSS
Dear MSW Students:

Welcome back to our advanced year graduate students! I look forward to your continued academic and professional growth. I am also very pleased to welcome our new students, and I challenge each of you to set high expectations for yourself, for the faculty, and for the administration. This leading graduate school is enriched by the teaching, research, and commitment of an outstanding faculty working in partnership with the students who enter and graduate. It is this partnership that will energize and motivate each of you to be outstanding social work professionals, capable of making a difference with the people you will serve.

I encourage you to set high professional standards and take advantage of the talents and experience of the National Catholic School of Social Service, its alumni association, and the entire University. There is a richness of tradition in CUA where “service to others” is embedded in its mission and goals, and permeates every major initiative in this community of scholars, students, and alumni.

My colleagues and I promise to provide you with the tools of research, and the wisdom of our experience, as you stretch your mind and immerse yourself into your profession. We will encourage you, guide you, and remind you of our abiding belief in your ability to impact social policy, to serve as agents of change, and to create new opportunities to enhance the practice of social work.

Let us work together for a successful year where each of you will reach your highest potential and our profession will reap the efforts of your work.

Dr. Marie Raber
Associate Dean and Chair of the MSW Program
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ACADEMIC CALENDAR 2013-2014

Note: In the event of class cancellations due to inclement weather or other circumstances, the university reserves the right to adjust the Academic Calendar. The most up-to-date Academic Calendar for a given semester is on that semester’s Schedule of Classes

Fall (First) Semester 2013

- Thursday, August 22- New student orientation begins.
- Monday, August 26- Opening of classes.
  University Mass and Picnic (no classes between 12:10pm and 3:00pm).
- Monday, September 2- Labor Day (Holiday).
- Friday, September 6- Last day to register or add courses for credit, including COMPS and Internships (use Cardinal Station). Last day to drop a course without record (use Cardinal Station).
- Wednesday, September 11- Class of 2017 Convocation, 4:00 p.m.; freshmen are excused from 4:10pm classes/labs to attend Convocation.
- Friday, September 27- Final date to deposit theses and dissertations for October 2013 graduation.
- Tuesday, October 1- Last day for Summer 2013 graduation candidates to submit online diploma application.
- Monday, October 7 – Friday, October 11- Faculty submits interim grades for freshmen
- Friday, October 11- Midterm.
  Last day to resolve grades of Incomplete from the previous semester.
  Last day to change to audit.
- Monday, October 14- Columbus Day (Holiday).
- Tuesday, October 15- Administrative Monday: Monday classes meet instead of Tuesday classes this day only.
- Thursday, October 24 – Saturday, October 26- Comprehensive examinations for graduate students.
- Monday, October 28- Pre-registration advising begins.
- Friday, November 1- All Saints Day.
- Saturday, November 2- All Souls Liturgy. Memorial Mass for Deceased of the University Community.
- Monday, November 4- Registration for Spring (Second) Semester 2014 begins (use Cardinal Station).
- Friday, November 8- Last day to withdraw from classes with a “W” grade (use Cardinal Station).
- Monday, November 11- Last day to request pass/fail option (undergraduates only with dean's permission).
- Wednesday, November 27- Thanksgiving recess begins.
- Monday, December 2- Classes resume.
- Friday, December 6- Last day of classes.
- Saturday, December 7 – Sunday, December 8- Reading Period.
  (Note: Classes that meet on Saturdays only will meet on Saturday, December 7.)
- Sunday, December 8- Patronal Feast of the Immaculate Conception (Holiday and Reading Day).
- Monday, December 9– Saturday, December 14- Final Examination Period.
- Wednesday, December 18- All final grades due by 3:00 p.m.
- Thursday, January 2, 2014- Last day for Fall 2013 graduation candidates to submit online diploma application (use Cardinal Station).
- Friday, January 10, 2014- Final date to deposit theses and dissertations for January 2014 graduation.
Spring (Second) Semester 2014

- Monday, November 4, 2013- Registration for Spring (Second) Semester 2014 begins (use Cardinal Station).
- Thursday, January 2- Last day for Fall 2013 graduation candidates to submit online diploma application.
- Monday, January 13- Opening of classes.
- Monday, January 20- Rev. Martin Luther King, Jr., Day (Holiday).
- Friday, January 24- Last day to register or add courses for credit, including COMPS and Internships; last day to drop a course without record (use Cardinal Station).
- Tuesday, January 28- Patronal Feast of St. Thomas Aquinas University Mass; 11:10 a.m. classes are dismissed at 11:50 a.m.; classes meeting at 12:35 p.m. will meet at 1:20 p.m.
- Monday, February 24 –Friday, February 28- Faculty submit interim grades for freshmen.
- Tuesday, February 25- Administrative Monday: Monday classes meet instead of Tuesday classes this day only.
- Friday, February 28- Midterm.
  - Last day to resolve grades of Incomplete from the previous semester.
  - Last day to change to audit.
- Wednesday, March 5- Ash Wednesday.
- Monday, March 10- Spring recess begins.
- Saturday, March 15- Registration for Summer 2014 begins.
- Monday, March 17- Classes Resume. Pre-registration for Fall 2014 begins.
- Monday, March 24- Registration for Fall (First) Semester 2014 begins (use Cardinal Station).
- Thursday, March 27- Monday, March 31- Comprehensive examinations for graduate students
- Monday, March 31- Last day to request pass/fail option (undergraduates only with dean’s permission).
- Tuesday, April 1- Last day for Spring 2014 graduation candidates to submit online diploma application.
- Wednesday, April 2- Last day to withdraw from courses with a “W” grade (use Cardinal Station).
- Thursday, April 10- Founders Day.
- Thursday, April 17- Holy Thursday. No Classes; Easter recess begins.
- Friday, April 18- Good Friday.
- Sunday, April 20- Easter Sunday.
- Monday, April 21- Easter Monday.
- Tuesday, April 22- Classes resume.
- Wednesday, April 30- Reading Day.
- Friday, May 2- Last day of classes.
  - Final date to deposit theses and dissertations for May 2014 graduation.
- Saturday, May 3 – Monday, May 5- Reading Period.
  (Note: Classes that meet on Saturdays only will meet on Saturday May 3.)
- Tuesday, May 6 – Saturday, May 10- Final examination period.
- Monday, May 12- Grades for graduating students due by noon.
- Tuesday, May 13- All other grades due by 3:00 p.m.
- Friday, May 16- Baccalaureate Mass.
- Saturday, May 17- Commencement exercises.
- Friday, May 23- Law School Commencement.
- Monday, May 12 – Saturday, August 9- Summer Session.
HISTORY AND EDUCATIONAL PHILOSOPHY

THE MISSION STATEMENT OF
THE CATHOLIC UNIVERSITY OF AMERICA

AIMS OF THE UNIVERSITY

The Catholic University of America is a community of scholars, both faculty and students, set apart to
discover, preserve, and impart the truth in all its forms, with particular reference to the needs and
opportunities of the nation. As a university, it is essentially a free and autonomous center of study and an
agency servicing the needs of human society. It welcomes the collaboration of all scholars of good will
who, through the process of study and reflection, contribute to these aims in an atmosphere of academic
competence where freedom is fostered and where the only constraint upon truth is truth itself.

As a Catholic University, we desire to cultivate and impart an understanding of the Christian faith within
the context of all forms of human inquiry and values. It seeks to assure, in an institutional manner, the
proper intellectual and academic witness to Christian inspiration in individuals and in the community, and
to provide a place for continuing reflection in the light of Christian faith, upon the growing treasure of
human knowledge.

As a member of the American academic community, The Catholic University of America accepts the
standards and procedures of American Institutions and seeks to achieve distinction within the academic
world.

Faithful to the Christian message as it comes through the Church and faithful to its own national
traditions, The Catholic University of America has unique responsibilities to be of service to Christian
thought and education in the Catholic community as well as to serve the nation and the world.

GOALS OF THE UNIVERSITY

The Catholic University of America was founded in the name of the Catholic Church in the United States
by Pope Leo XIII and the bishops of this country as a national institution of learning. Given its origins
and the historic role of its ecclesiastical faculties, this University has a responsibility to the Church in the
United States that is special to it: it is called to be an intellectual center of highest quality, where the
relation between revealed truth and human truth can be examined in depth and with authority. It seeks,
moreover, to do this in the light of the American experience. It is for this reason that from its inception
the university has enjoyed a unique relationship with the Holy See and the entire Catholic community.

Established as a center for graduate study, the Catholic University of America has evolved into a modern
American university, committed not only to graduate, but also to undergraduate and professional
education and to the cultivation of the arts. At every level, the University is dedicated to the advancement
of learning and particularly to the development of knowledge in the light of Christian revelation,
convinced that faith is consistent with reason and that theology and other religious studies themselves
profit from the broader context of critical inquiry, experimentation, and reflection.

The University aims at achieving and maintaining in higher education a leading place among Catholic and
other privately endowed research-oriented institutions of comparable size, purpose, and tradition. In
particular, it seeks to maintain a position of special excellence in the fields of theology, philosophy, and
canon law.
The Catholic University of America gives primacy to scholarship and scientific research and to the training of future scholars through its graduate programs, not only in order to advance scientific work but because it recognizes that undergraduate and professional education of high quality also demands the presence of a faculty that combines teaching and professional activity with fundamental scholarship.

The University seeks the advancement of knowledge within a context of liberal studies, a context which reflects both its concern for the whole person and the distinctive wisdom to which it is heir as a Catholic institution. This dimension of learning is reflected particularly in its undergraduate programs where religious studies and philosophy are regarded as integral to curricula that include requirements in the arts and humanities, language and literature, and the natural and social sciences. Through its professional programs, the university seeks to educate men and women who can represent their respective professions with distinction and who are formed by the learning and values inherent in its academic and Catholic traditions.

In selecting disciplines or fields of specialization to be supported at an advanced level of study and research, the University accords priority to religious and philosophical studies and to those programs which advance the Catholic tradition of humanistic learning and which serve the contemporary and future needs of society and the Church. In supporting particular programs the University takes into account the present and potential quality of programs, making an effort to maintain present academic strengths, especially when these are not represented elsewhere.

The University recognizes that its distinctive character ultimately depends on the intellectual and moral quality of its members. To create an environment that is intellectually stimulating and characterized by the generosity and mutual support required for collegial life and personal growth, the University seeks men and women who are not only professionally competent but who can contribute to its Catholic, moral, and cultural milieu. The University seeks to preserve its tradition of collegial governance, fostering a climate within which all members of the university community have sufficient opportunities to influence deliberation and choice.

Though a research and teaching institution, the University recognizes that it is part of a larger community to which it has certain obligations consistent with its character. Its presence in the nation’s capital and its unique relationship with the Catholic Church in America provides it with opportunities for influencing the resolution of the crucial issues of our time. In providing information and criteria by which public policy is shaped and measured, the University seeks to be of special service to the nation. Similarly, it seeks to be of service to the Church, not only through the preparation of clergy and other leaders for specific roles in the Church, but also through factual investigations and discussions of principles which influence policy. Thus, in dialogue and cooperation with contemporary society, The Catholic University of America sees itself as faithful to the challenge proposed by the Second Vatican Council for institutions of higher learning, namely, to put forth every effort so that “the Christian mind may achieve...a public, persistent, and universal presence in the whole enterprise of advancing higher culture” (Gravissium educationis, n.10).
HISTORY OF THE NATIONAL CATHOLIC SCHOOL OF SOCIAL SERVICE

The National Catholic School of Social Service was developed from the service school which opened in 1918 under the sponsorship of the National Catholic Welfare Conference to train women for social work with American Personnel and their families both at home and abroad. Following the war, the National Council of Catholic Women, at the request of the Bishops, established a professional school of social work for women to provide staff for growing diocesan social service programs. In 1919, a two-year graduate school was formed and named the National Catholic School of Social Service (NCSSS). NCSSS functioned as an autonomous educational institution during its formative years, until 1923 when the school became affiliated with The Catholic University of America, and its graduates henceforth received the Master of Social Work Degree from the University. In 1934, CUA developed its own program for priests, religious and lay persons. Immediately there began an exchange of faculty and students, and in 1947 the two schools merged and have continued as the National Catholic School of Social Service of The Catholic University of America.

Education toward the master’s degree was the primary mission of NCSSS at its inception, but additional degree programs have been subsequently established. The doctoral program, established in 1934, is the third oldest in the world. Through the University’s School of Arts and Sciences, an undergraduate degree program in social work was established in 1969.

THE MISSION OF THE NATIONAL CATHOLIC SCHOOL OF SOCIAL SERVICE

Derived from the mission of The Catholic University of America, the needs of people, and the goals and values of the social work profession, the mission of the National Catholic School of Social Service is to prepare generalist and advanced practitioners, scholars and educators- whose work is grounded in the social justice and charity foundation of Catholic intellectual tradition and Judeo-Christian values, as well as in the tradition of a modern university which welcomes all forms of human inquiry and values. In keeping with the teachings and values of the Roman Catholic Church, NCSSS embraces as its special responsibility the education of social workers who promote the dignity of all people as bio-psycho-social-spiritual beings, and who serve the Catholic community, the neighboring community, and beyond.

THE GOALS OF THE NATIONAL CATHOLIC SCHOOL OF SOCIAL SERVICE

In support of its mission, NCSSS has established the following goals:

1. To advance professional social work knowledge, values, and skills through the development and dissemination of social work research and theory, interdisciplinary collaboration, and other scholarly activities relevant to the times.

2. To educate students to become ethical social work practitioners and leaders imbued with an understanding of cultural diversity and the intellectual and professional competencies capable of promoting both individual and social change.

3. To educate students to address the basic needs of all people with particular attention to the needs and empowerment of vulnerable, oppressed, and impoverished people and communities.
4. To contribute responsibly to social justice and to promote individual and societal well-being in the context of the Catholic and general communities on the local, national, and global level.

To this end, we offer accredited programs at the baccalaureate, masters, and doctoral levels, as well as continuing education opportunities for the social work community.

GOALS OF THE MASTER OF SOCIAL WORK PROGRAM

The MSW Program at NCSSS seeks to prepare advanced practitioners who, consistent with their chosen concentrations, act as agents of change to promote individual and societal well-being. The goal of the Master of Social Work Program, in keeping with the goals of the school, and grounded in the liberal arts, is to educate social workers whose practice is rooted in traditional values and theory but is current with the demands of the changing practice environment. Thus, the MSW Program will:

1. Educate practitioners who will promote the well-being of all levels of client systems within each social environment.

2. Provide a curriculum that enables students to integrate the mission of The Catholic University of America with those of the profession of social work, especially in valuing the dignity of all people as bio-psycho-social-spiritual beings.

3. Provide both the theory and skills of empowerment practice for working with the strengths of all levels of client systems, including individuals, couples, families, and groups within organizations and communities.

4. Challenge students through academic material and field practicum experiences to see the value conflicts inherent in a society that continues to oppress vulnerable populations and is reluctant to achieve a positive change.

5. Promote identification with the history of the profession and its early commitment to social justice, as well as provide experience with developing theory and practice in the promotion of social and economic justice.

6. Provide content that enables students to be informed consumers of social work research as well as competent practitioners of practice and program evaluation.

7. Ensure that all students build upon a breadth of foundation theory with depth in advanced theory to inform advanced practice.

8. Provide classroom and field opportunities that promote knowledge and skills for service to the Catholic and general communities on the local, national and global level.
In accordance with the Council on Social Work Education, the following Core Competencies will also be achieved by the student through the completion of the MSW Program:

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 to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
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 that shape practice.
MSW PROGRAM OBJECTIVES

All students in the MSW Program will:

1. Apply critical thinking skills to analysis of various theories of development and change in the assessment of client system needs, and the facilitation of client system growth.
2. Apply critical thinking skills to policy analysis, administration and management.
3. Engage in practice that is grounded in the values and ethics of the profession.
4. Place knowledge of the current structure and issues of society within the historical context of the profession.
5. Understand the effect of oppression and discrimination on client systems and apply this knowledge to the promotion of social justice.
6. Apply the knowledge and skills of a generalist social work perspective to practices with systems of all sizes.
7. Practice with sensitivity and respect for all client differences.
8. Use appropriate communication skills with clients, colleagues, and communities.
9. Know the impact of government and agency policy on human systems, specifically on vulnerable populations.
10. Apply critical thinking skills to the evaluation of research and its application to practice.
11. Demonstrate the professional use of self in effective communication with clients.
12. Demonstrate the professional use of self as adult learners in ongoing supervision and consultation.

Clinical concentrators elect within categories of courses in advanced clinical theory, theory and practice with individuals across the life cycle, theory and practice with family, and practice evaluation. These elected requirements, together with Ethics, and a field practicum within a chosen field of practice, form the core of the clinical concentration. This core builds upon foundation knowledge and enables them to facilitate change that will promote individual and family well-being. Thus, in addition to the objectives above, clinical concentrators will:

1. Apply advanced practice theory to understand the development and needs of individuals as bio-psycho-social-spiritual beings functioning family or family-like structure, within a chosen field of practice.
2. Apply advanced clinical skills to facilitate change in individuals as bio-psycho-social-spiritual beings, within a chosen field of practice.
3. Integrate the knowledge and skills learned from the academic educational experiences with those of the practicum, within a chosen field.
4. Expand the depth, breadth and specificity of the foundation knowledge of research methods, to evaluate practice with client systems within a chosen field of practice.
5. Apply professional values and ethical principles to clinical practice within a chosen field of practice.
6. Apply knowledge of the impact of difference and the mechanisms of oppression on populations-at-risk, including use of strategies for promoting social and economic justice within clinical social work practice.
7. Health Specialization Only: Integrate the knowledge and skills of the bio-psycho-social-spiritual issues of health and illness within the health care field.
8. Military Specialization Only: Integrate the knowledge and skills of the bio-psycho-social-spiritual issues related to military personnel, veterans, and their families.
Social Change concentrators take all Management, Social Planning, and Advanced Policy Analysis as their theory and practice courses. These courses, together with Ethics, Evaluation, and a field practicum within a chosen field of practice, form the core of the Social Change concentration. This core enables them to facilitate change that promotes organizational and community well-being. Thus, in addition to the objectives above, Social Change concentrators will:

1. Apply advanced organizational, community, political and economic, and social justice theories to understand the issues that arise in management, planning, policy analysis, community development, and community building, within a chosen field of practice.
2. Apply advanced skills to facilitate change through management, planning, policy analysis, community development, and community building, within a chosen field of practice.
3. Integrate the knowledge and skills learned from the academic educational experiences with those of the practicum, within a chosen field of practice.
4. Expand the depth, breadth and specificity of the foundation knowledge of research methods, in order to evaluate programs within a field of practice.
5. Apply professional values and ethical principles to social justice/social change practice within a chosen field of practice.
6. Apply knowledge of the impact of difference and the mechanisms of oppression on populations-at-risk, including use of strategies for promoting social and economic justice within social justice/social change social work practice.

Combined concentrators must elect within categories of advanced clinical theory, individual and family theory and practice courses; as well as macro theory and practice courses and program evaluation. These elected requirements, together with Ethics, and a field of practicum within a chosen field of practice form the core of the combined concentration. This core builds upon foundation knowledge and enables them to facilitate individual and social well being. Thus, combined concentrators will meet the objective for both clinical and macro and will as well:

1. Apply advanced clinical practice theories and social justice/social change theories to understand the development and needs of client systems of all sizes, and the issues that arise in management, planning, policy analysis, community development, and community building, within a chosen field of practice.
2. Apply advanced skills to facilitate change in client systems of all sizes, within a chosen field of practice.
3. Integrate the knowledge and skills learned from the academic educational experiences with those of the practicum, within a chosen field of practice.
4. Expand the depth, breadth, and specificity of the foundation knowledge of research methods to evaluate practice with client systems and evaluate programs, within a field of practice.
5. Apply professional values and ethical principles to clinical and social justice/social change practice within a chosen field of practice.
6. Apply knowledge of the impact of differences and mechanisms of oppression on populations-at-risk, including use of strategies for promoting social and economic justice within clinical and social justice/social change social work practice.
MSW CURRICULUM

The MSW curriculum is comprised of foundation knowledge (thirty credits) and advanced knowledge (thirty credits). Its concentrations educate three types of advanced social work practitioners: (1) clinical social workers who will be licensed as effective practitioners within the constraints of a fast-paced managed care service delivery system; (2) those whose indirect practice reflects a depth and breadth of knowledge and skill for advanced policy analysis, planning, and management; (3) and unique practitioners who are capable of indirect practice of substance, but who are also fully licensable as clinicians. MSW students may complete the 60-credit MSW program within a minimum of two years and a maximum of five years. During the graduate program, students complete 12 credits of field placement (two placements over four semesters) and 48 credits of course work.

Full-time students complete the 60-credit MSW program in two academic years, taking 15 credits per semester. ALL planned part-time students must take at least 6 hours of academic credit per semester, and may take up to 9 hours of academic credit during the fall and spring semesters. All students must have completed or be concurrently registered for SSS 581, 571, 572, and 605 when registering for SSS 673; similarly, they must have completed or be concurrently registered for SSS 581, 571, 572, 570, 590, and 606 when registering for SSS 674. Part-time students may have to take course(s) during summer sessions, depending on whether 6 or 9 credit hours have been taken during fall and spring semesters. While we make every effort to offer many courses during late afternoon and evening hours, it is imperative that students understand that they will not be able to complete the entire MSW curriculum only during evening hours. Part-time students generally complete the MSW program within 3 to 4 years.

Foundation Curriculum

Social Welfare Policy and Services I and II (581, 582) present the historical and contemporary context for understanding social work practice. Students learn the political and organizational processes that are used to influence policy as well as develop skill in analyzing policy. With a focus on effecting policy change for vulnerable and stigmatized populations, issues of power and oppression are considered. Social Work Research (590) provides, through lecture, the scientific, analytic approach to building knowledge for and evaluating practice against the ethical standards for scientific inquiry.

Human Behavior and Social Environment (571) utilizes an ecological perspective to examine the theoretical frameworks related to the bio-psycho-social-spiritual aspects of human development. Human Development and Psychopathology (572), utilizes a “life course perspective” to analyze pathological human behavior. A discrete course in Diversity in a Multicultural Society (570) examines the history of diversity and discrimination, enhancing self-awareness and sensitivity for a culturally competent social work practice. The generalist model of social work practice is introduced through the two Generalist Practice courses (605 - Individuals, Families and Groups, and 606 – Groups, Organizations and Communities) and an integrating seminar (673/4). Supplementing supervised practice in the field, the seminar provides the opportunity for practicing skills through role play, case and project presentation, and seminar discussion. The seminar instructor serves as the liaison between the field agency and the School, maintaining and enhancing that link.
### Full-Time Program

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### Part-Time Program Plan 1

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</table>
Advanced Curriculum

Upon completion of the Foundation Curriculum, MSW students choose among the Clinical, Social Change, and Combined concentrations.

Clinical concentrators choose two of four theory and practice courses with individuals at various points in the life cycle (801, 802, 803, 804); as well as electing between two family courses - the traditional models (821) or strengths-based model (822). These methods are further supported by an advanced theory course, either Psychodynamic (723), Cognitive/Behavioral (724), or Transpersonal (725). Evaluation of Social Work Practice (756) and Ethics (740) reinforce the empirical and value bases of clinical social work. Clinical concentrators round out their program with six hours of free electives.

Health Care Specialization: students placed in a hospital, medical clinic, home health agency or hospice setting are eligible for this specialization. This specialization includes all clinical concentration requirements, along with (877/878), an integrative seminar in psychological issues in health care, and two required elective courses, Theories and Models of Health Care (665) and Health Care Policy, Advocacy & Decision Making (668).

Military, Veterans, and their Families Specialization: Students placed in settings that include veterans' hospitals, military medical centers, and vet centers may select this specialization, which includes all clinical concentration requirements, along with a Health Care Field Integrative Seminar and two-semester field internship (877/878), three required elective courses, Applied Theory for Social Work Practice with Military, Veterans, and Families (593), Advanced Policy Related to Military Personnel and Veterans (xxx), and Military Culture (xxx) along with an additional elective course selected from the following: Social Work Responses to Trauma, Attachment Theory and Neurobiology, Death, Treatment for Chemical Dependency, Drug Abuse Policy: The Conflict Between Individual and Societal Rights, Drug Abuse Policy: Treatment and Its Effectiveness, Drug Abuse Policy: Current Policy Issues and the National Debate, and Homelessness: Individual and Social Concerns (655, 653, 662, 663, 560, 561, 652, and 554. This Specialization requires completion of 31 credits in the advanced year.

Social Change concentrators also complete three Theory and Practice courses: Advanced Policy Analysis, Social Planning, and Social Work Management (831, 832, 833), Program Evaluation (757) and Ethics (740) support these indirect methods of social work practice; and macro students also have nine hours of free electives.

The Combined Concentration is uniquely designed to meet the needs of individual students. These students must meet requirements for both clinical and macro. Combined concentrators complete and individual and a family clinical theory and practice course, as well as two of the three macro courses. They choose a clinical theory course, macro elective and take either Practice or Program Evaluation, in addition to their Ethics Course.

In all three concentrations, advanced students enroll in Field Instruction and Integrative Seminar I and II, where they learn within a small group of peers. As with the foundation seminars, the seminar instructor serves as the field liaison.

* Advanced Year Full and Part-Time Plans should be approved by the advisor with prerequisites in mind; part time students must take at least six but not more than nine credit hours.
### ADVANCED YEAR CURRICULUM

#### Clinical Concentration

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>801, 802, 803, 804 <em>(elect 2)</em></td>
<td>Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children</td>
</tr>
<tr>
<td>821, 822 <em>(elect 1)</em></td>
<td>Clinical SW with Families: Traditional Model; Clinical SW with Families: Strengths-based Model</td>
</tr>
<tr>
<td>723, 724, 725 <em>(elect 1)</em></td>
<td>Psychodynamic theory; Cognitive –Behavioral theory; Transpersonal theory</td>
</tr>
<tr>
<td>756</td>
<td>Evaluation of SW Practice</td>
</tr>
<tr>
<td>740</td>
<td>Ethics</td>
</tr>
<tr>
<td>871, 872</td>
<td>Clinical Field Instruction and Integrative Seminar I &amp; II</td>
</tr>
</tbody>
</table>

6 semester hours *Elect 6 semester hours of free electives*

#### Healthcare Specialization (Instead of 871, 872, and electives above, select courses below)

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>877, 878</td>
<td>Healthcare Field Instruction and Integrative Seminar I &amp; II</td>
</tr>
<tr>
<td>665</td>
<td>Theory and Models of Healthcare</td>
</tr>
<tr>
<td>Choose 1 of the following: 723, 724, 725, 653, 655, 662, 663, 668</td>
<td>Psychodynamic theory; Cognitive-Behavioral theory; Transpersonal theory; Attachment theory and Neurobiology; SW Response to Trauma: Policy &amp; Practice Perspectives; Death; Treatment of Chemical Dependency; Quality Health Care for Vulnerable Populations</td>
</tr>
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</table>

#### Military, Veterans, and Their Families Specialization

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>801, 802, 803, 804 <em>(elect 2)</em></td>
<td>Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children</td>
</tr>
<tr>
<td>822</td>
<td>Clinical SW with Families: Strengths-based Model</td>
</tr>
<tr>
<td>724</td>
<td>Cognitive –Behavioral theory</td>
</tr>
<tr>
<td>756</td>
<td>Evaluation of SW Practice</td>
</tr>
<tr>
<td>740</td>
<td>Ethics</td>
</tr>
<tr>
<td>877, 878</td>
<td>Healthcare Field Instruction and Integrative Seminar I &amp; II</td>
</tr>
<tr>
<td>593</td>
<td>SW Practice w/ Military, Veterans, Families</td>
</tr>
<tr>
<td>669</td>
<td>Policy to Support Practice with Troops, Veterans, and Families</td>
</tr>
<tr>
<td>539</td>
<td>Military Culture: Implications for Practice</td>
</tr>
</tbody>
</table>

Electives are for students who oversubscribe beyond 61 hours or who wish to audit. Select among the following: Social Work Responses to Trauma, Attachment Theory and Neurobiology, Death, Treatment for Chemical Dependency; Homelessness; Individual and Social Concerns

#### Social Change Concentration

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>831, 832, 835, 886 <em>(elect 3)</em></td>
<td>Advanced Policy Analysis; Management of Non-Profit Organizations; Community Organizing; Issues in International Social Development</td>
</tr>
<tr>
<td>880, 946 <em>(elect 1)</em></td>
<td>Organizational Theory &amp; Change; Theories of Social Justice</td>
</tr>
<tr>
<td>757</td>
<td>Evaluation of SW Programs</td>
</tr>
<tr>
<td>740</td>
<td>Ethical Issues in SW</td>
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<tr>
<td>875, 876</td>
<td>Social Change Field Instruction &amp; Integrative Seminar I &amp; II</td>
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</table>

6 semester hours Three elective courses in the student’s area of interest, selected with advisor’s approval

#### Combined Concentration

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>801, 802, 803, 804 <em>(elect 1)</em></td>
<td>Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children</td>
</tr>
<tr>
<td>821, 822 <em>(elect 1)</em></td>
<td>Clinical SW with Families: Traditional Model; Clinical SW with Families: Strengths-based Model</td>
</tr>
<tr>
<td>831, 832, 833, 835, 886 <em>(elect 2)</em></td>
<td>Advanced Policy Analysis; Management of Non-Profit Organizations; Social Planning; Community Organizing; Issues in International Social Development</td>
</tr>
<tr>
<td>723, 724, 725 <em>(elect 1)</em></td>
<td>Psychodynamic theory; Cognitive –Behavioral theory; Transpersonal theory</td>
</tr>
<tr>
<td>880, 885, 946 <em>(elect 1)</em></td>
<td>Organizational Theory &amp; Change; Administration Theory, Practice &amp; Process; Theories of Social Justice</td>
</tr>
<tr>
<td>756, 757 <em>(elect 1)</em></td>
<td>Evaluation of SW Practice; Evaluation of SW Programs</td>
</tr>
<tr>
<td>740</td>
<td>Ethical Issues in SW</td>
</tr>
<tr>
<td>873, 874</td>
<td>Combined Field Instruction &amp; Integrated Seminar I &amp; II</td>
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</tbody>
</table>
MSW ACADEMIC ADVISING

DATE OF ADVISING SESSION ______________

STUDENT _____________________________________

ADVISOR _______________________________ ENROLLMENT STATUS: FT PT

LOCAL ADDRESS _______________________________________________________________________

LOCAL PHONE ___________________________ E-MAIL _______________________________

FIELD PLACEMENT

____________________________________________________________________________________

+--------------------------------------------------------------------------------------------+

FOUNDATION CURRICULUM

PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE
GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>FALL</th>
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<th>SUMMER</th>
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<tbody>
<tr>
<td>SSS 570 DIVERSITY IN A MULTICULTURAL SOCIETY</td>
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<tr>
<td>SSS 571 HUMAN BEHAVIOR &amp; SOCIAL ENVIRONMENT I</td>
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<tr>
<td>SSS 572 HUMAN DEVELOPMENT &amp; PSYCHOPATHOLOGY</td>
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<tr>
<td>SSS 581 SOCIAL WELFARE POLICY &amp; SERVICES I</td>
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<tr>
<td>SSS 582 SOCIAL WELFARE POLICY &amp; SERVICES II</td>
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<tr>
<td>SSS 590 SOCIAL WORK RESEARCH</td>
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<tr>
<td>SSS 605 GENERALIST S. W. PRACTICE &lt;IND, FAM, GRPS</td>
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<tr>
<td>SSS 606 GENERALIST S. W. PRACTICE &lt;GRPS, COMM, ORGS</td>
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<td>SSS 673 FOUNDATION SEMINAR AND FIELD EDUCATION I</td>
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<td>SSS 674 FOUNDATION SEMINAR AND FIELD EDUCATION II</td>
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<td>SSS 598 01 MASTERS COMPREHENSIVES (WITH CLASSES)</td>
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<tr>
<td>SSS 599 02 MASTERS COMPREHENSIVES (WITHOUT CLASSES)</td>
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MSW ACADEMIC ADVISING

DATE OF ADVISING SESSION ______________

STUDENT __________________________________

ADVISOR __________________________________ ENROLLMENT STATUS: FT PT

LOCAL ADDRESS ________________________________________________________

LOCAL PHONE __________________________ E-MAIL __________________________

FIELD PLACEMENT ________________________________________________________

ADVANCED CURRICULUM

CLINICAL CONCENTRATION

PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE
GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

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<th>SUMMER</th>
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<tr>
<td>SSS 801 CLINICAL SW with OLDER ADULTS</td>
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<tr>
<td>SSS 802 CLINICAL SW with ADULTS</td>
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<tr>
<td>SSS 803 CLINICAL SW with ADOLESCENTS &amp; YOUNG ADULTS</td>
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<tr>
<td>SSS 804 CLINICAL SW with CHILDREN</td>
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<td>(ELECT 2)</td>
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<tr>
<td>SSS 821 CLINICAL SW with FAMILIES: TRADITIONAL MODELS</td>
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<td>SSS 822 CLINICAL SW with FAMILIES: STRENGTHS BASED</td>
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<td>SSS 723 PSYCHODYNAMIC THEORY &amp; SOCIAL FUNCTIONING</td>
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<td>SSS 725 TRANSPERSONAL THEORY</td>
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<td>SSS 740 ETHICAL ISSUES in CONTEMPORARY SW</td>
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<td>SSS 756 PRACTICE EVALUATION</td>
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<tr>
<td>SSS 871 ADVANCED SEMINAR &amp; FIELD EDUCATION I</td>
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<td>SSS 872 ADVANCED SEMINAR &amp; FIELD EDUCATION II</td>
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<td>ELECTIVES (6 credits)</td>
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### MSW ACADEMIC ADVISING

**DATE OF ADVISING SESSION**

**STUDENT**

**ADVISOR**

**ENROLLMENT STATUS:** FT PT

**LOCAL ADDRESS**

**LOCAL PHONE**

**E-MAIL**

**FIELD PLACEMENT**

### ADVANCED CURRICULUM

**HEALTH CARE SPECIALIZATION**

PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE

GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

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<th>Course Title</th>
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<td>SSS 801</td>
<td>CLINICAL SW with OLDER ADULTS</td>
<td>Fall</td>
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<td>SSS 802</td>
<td>CLINICAL SW with ADULTS</td>
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<tr>
<td>SSS 803</td>
<td>CLINICAL SW with ADOLESCENTS &amp; YOUNG ADULTS</td>
<td>Fall</td>
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<td>SSS 804</td>
<td>CLINICAL SW with CHILDREN</td>
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<td>SSS 821</td>
<td>CLINICAL SW with FAMILIES: TRADITIONAL MODELS</td>
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<td>SSS 822</td>
<td>CLINICAL SW with FAMILIES: STRENGTHS BASED</td>
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<td>SSS 723</td>
<td>PSYCHODYNAMIC THEORY &amp; SOCIAL FUNCTIONING</td>
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<td>SSS 724</td>
<td>COGNITIVE BEHAVIORAL THEORY</td>
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<td>TRANSPERSONAL THEORY</td>
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<td>SSS 740</td>
<td>ETHICAL ISSUES in CONTEMPORARY SW</td>
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<td>SSS 756</td>
<td>PRACTICE EVALUATION</td>
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<td>SSS 757</td>
<td>PROGRAM EVALUATION</td>
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<td>SSS 665</td>
<td>THEORIES AND MODELS OF HEALTH CARE</td>
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<td>SSS 877</td>
<td>HEALTH CARE SEMINAR &amp; FIELD EDUCATION I</td>
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<td>SSS 878</td>
<td>HEALTH CARE SEMINAR &amp; FIELD EDUCATION II</td>
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<td><strong>CHOOSE ONE ELECTIVE:</strong></td>
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<tr>
<td>SSS 653</td>
<td>ATTACHMENT THEORY AND NEUROBIOLOGY</td>
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<tr>
<td>SSS 655</td>
<td>SW RESPONSE TO TRAUMA</td>
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<td>SSS 662</td>
<td>DEATH</td>
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<td>SSS 663</td>
<td>TREATMENT OF CHEMICAL DEPENDENCY</td>
<td>Fall</td>
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<tr>
<td>SSS 668</td>
<td>QUALITY HEALTH CARE FOR VULNERABLE POPS.</td>
<td>Fall</td>
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<td>OR CHOOSE ADDITIONAL THEORY CLASS</td>
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ADVANCED CURRICULUM
SOCIAL WORK with MILITARY SPECIALIZATION

PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE
GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

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<td>CLINICAL SW with OLDER ADULTS</td>
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<td>SSS 802</td>
<td>CLINICAL SW with ADULTS</td>
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<td>SSS 803</td>
<td>CLINICAL SW with ADOLESCENTS &amp; YOUNG ADULTS</td>
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<td>SSS 804</td>
<td>CLINICAL SW with CHILDREN</td>
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<td>SSS 822</td>
<td>CLINICAL SW with FAMILIES: STRENGTHS BASED</td>
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<td>SSS 724</td>
<td>COGNITIVE BEHAVIORAL THEORY</td>
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<td>ETHICAL ISSUES in CONTEMPORARY SW</td>
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<td>SSS 756</td>
<td>PRACTICE EVALUATION</td>
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<tr>
<td>SSS 597</td>
<td>SOCIAL WORK w/MILITARY FAMILY &amp; VETERANS</td>
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<tr>
<td>SSS 669</td>
<td>POLICY &amp; MACRO CONCERNS: MIL, VETS, &amp; FAMILIES</td>
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<tr>
<td>SSS 539</td>
<td>(1 credit) COURSE in MILITARY CULTURE</td>
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<td>SSS 877</td>
<td>HEALTH CARE SEMINAR &amp; FIELD EDUCATION I</td>
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<td>HEALTH CARE SEMINAR &amp; FIELD EDUCATION II</td>
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SUGGESTED ELECTIVES FOR EXTRA CREDIT:

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<th>Course Title</th>
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<tr>
<td>SSS 653</td>
<td>ATTACHMENT THEORY AND NEUROBIOLOGY</td>
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<td>DEATH</td>
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<td>SSS 663</td>
<td>TREATMENT OF CHEMICAL DEPENDENCY</td>
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<tr>
<td>SSS 655</td>
<td>SOCIAL WORK RESPONSES TO TRAUMA</td>
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MSW ACADEMIC ADVISING

DATE OF ADVISING SESSION

STUDENT

ADVISOR

LOCAL ADDRESS

LOCAL PHONE

E-MAIL

FIELD PLACEMENT

ADVANCED CURRICULUM
SOCIAL CHANGE CONCENTRATION

PLACE AN X OR ☑ IN SEMESTER PLANNING TO TAKE THE COURSE
GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>FALL</th>
<th>SPRING</th>
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<td>SSS 832 NONPROFIT MANAGEMENT</td>
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<tr>
<td>SSS 835 COMMUNITY ORGANIZING</td>
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<td>SSS 886 ISSUES IN INTERNATIONAL SOCIAL DEV.</td>
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<tr>
<td>SSS 880 ORGANIZATIONAL THEORIES AND CHANGE</td>
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<td>☑</td>
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<td>SSS 946 THEORIES OF SOCIAL JUSTICE</td>
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<td>SSS 757 PROGRAM EVALUATION</td>
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**MSW ACADEMIC ADVISING**

**DATE OF ADVISING SESSION**

**STUDENT**

**ADVISOR**

**LOCAL ADDRESS**

**LOCAL PHONE**

**FIELD PLACEMENT**

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**ADVANCED CURRICULUM COMBINED CONCENTRATION**

PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE

GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

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<tr>
<th>Course Code</th>
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<th>Fall</th>
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<td>SSS 801</td>
<td>CLINICAL SW with OLDER ADULTS</td>
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<td>SSS 802</td>
<td>CLINICAL SW with ADULTS</td>
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<td>SSS 803</td>
<td>CLINICAL SW with ADOLESCENTS &amp; YOUNG ADULTS</td>
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<td>SSS 821</td>
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23
SSS 528 Human Sexuality (1) - Examines the range of human sexual expression. Explores sexual issues and provides an overview for the social worker’s role in counseling individuals with sex-related concerns.

SSS 539 Military Culture: Implications for Practice (1)
The purpose of this course is to provide students with a frame of reference for understanding military culture in order to prepare them to work more effectively with active duty service members, veterans, and their family members. The organization of the military will be examined along with its core values, beliefs, customs, socialization patterns, customs, gender roles, dress, language, and norms of behavior.

SSS 545 An Introduction to the DSM V (1) - Introduces students to the Diagnostic and Statistical Manual of Mental Disorders. Although differential diagnosis is not covered, issues for social workers making diagnoses are addressed. Prerequisite: Foundation year curriculum.

SSS 551 Introduction to School Social Work: Policy, Practice, and Research (1) – This course provides an introduction to the role of professional social workers in a school setting as it pertains to current policy, practice, and research. It examines the school as a social system, the historic role of school social work services, and the process of integrating social work values and ethics in a school setting. Special emphasis is placed on supporting the mission of education while maintaining one’s professional identity in a host setting as well as giving voice to the professional social work viewpoint on multidisciplinary school teams.

SSS 553 Basic Budgeting and Accounting for Social Workers (1) - Social workers are often responsible for the budget administration of a project; they also write grants and contracts, and manage agencies or programs. This course provides students with basic information about financial tools. Students have the opportunity to practice interpreting fiscal reports and to prepare a budget.

SSS 554 Homelessness: Individual and Societal Considerations (1)- Students study the root causes of homelessness: the shortage of low income housing, deinstitutionalization without mental health treatment and support in the community, the scarcity of healthcare for the poor, and the economic factors which contribute to the feminization of poverty.

SSS 557 Catholic Social Thought and Contemporary Social Issues (1) - This course focuses on selected issues in Catholic social thought and its implementation through service and action. Participants focus on contemporary social issues and analyze various positions from the perspective of the Social Encyclicals and the Pastoral Statements of the United States Catholic Bishops.

SSS 570 Diversity in a Multicultural Society (3) - Utilizing a strengths perspective, this course examines the resilience of populations-at-risk, particularly people of color, persons with disabilities, and gays and lesbians. It focuses on diversity in a global environment, including
issues of discrimination, institutional racism and economic deprivation. It intends to enhance/develop self-awareness and sensitivity for a culturally competent social work practice.

**SSS 571 Human Behavior and the Social Environment (3)** - Utilizing an ecological and systems perspective, this course examines the bio-psycho-social-spiritual human development across the life cycle. Normal development with a framework for the micro, mezzo and macro theories will be examined. Developing theories of strength and resilience, the impact of economic forces at the micro and macro levels will be emphasized.

**SSS 572 Human Development and Psychopathology (3)** – Utilizing a “life course perspective” to focus on human growth and development, this course critically analyzes pathological human behavior. It integrates and compares normal development with pathology and places an emphasis on how multiple dimensions of person and environment are influenced by time to produce unique life journeys. As in SSS 571, strength and resilience, all forms of diversity and oppression, and the impact of social and economic forces are emphasized as salient influences on life course trajectories and pathology. *Pre-requisites: 571.*

**SSS 581 Social Welfare Policy and Services I (3)** – Presents the historical and contemporary context for understanding social work practice. Students learn the values and concepts important to an understanding of social policies and services within the context of historical and contemporary perspectives. Students are exposed to international perspectives on social policy and special considerations in child welfare policy.

**SSS 582 Social Welfare Policy and Services II (3)** - Teaches students how to analyze social policy, to understand the legislative and budget processes and to develop and implement advocacy strategies to effect social policy change. The course is focused on effecting policy change with and for vulnerable and stigmatized populations and issues of power and oppression are considered throughout the semester. *Pre-requisites: 581.*

**SSS 590 Social Work Research (3)** - Provides a basic understanding of the research process and methods used by social scientists. Students learn to develop a systematic approach to practice problems, to formulate specific research questions, and to select and interpret appropriate statistical techniques.

**SSS 597 Social Work with Active Duty Service Members, Veterans, and Their Families (3)** – Introduces students to the military culture and lifestyle, with a focus on stressors and challenges from a family perspective. Special emphasis is placed on family studies and literature emerging from Operation Enduring Freedom/Operation Iraqi Freedom (OEF/OIF) documenting the impact of sustained, overseas efforts of military family functioning. Students will examine the policies, programs, and services that contribute to military and veterans’ family health and well-being and will be introduced to direct practices interventions that are being used with service members, veterans, and their families.

**SSS 605 Generalist Social Work Practice with Individuals, Families, & Groups (3)** - General lecture and class exercises provide the conceptual preparation for application of the generalist perspective to culturally competent social work practice with individuals, families, and treatment
groups. Theory based models that follow generic social work processes provide the focus with
individuals; models that integrate treatment approaches with family life cycle inform work with
families; and generic group dynamics ground work with treatment groups. Prerequisites or co-
requisites: 571, 572, 581; co-requisite: 673

SSS 606 Generalist Social Work Practice with Groups, Organizations, and Communities
(3) - General lecture and class exercises emphasize the social work methods of intervening with
mezzo groups, organizations, and communities for the purpose of social change. The focus of
the course presents theories of groups, organizations and communities and offers skills in how
social workers can be effective working with citizens, clients, boards of directors, committees
and task forces. A number of “hands-on” problem solving experiences will be part of the
course. Prerequisites or co-requisites: 571, 572, 581, 582, 570, 590, 605; co-requisite: 674

SSS 611 Child Welfare Services (3) - Explores the history of societal and organizational
responses to children and families at risk of child abuse and/or neglect. Blends policy and
practice perspectives to study legal issues, service options, service continuum, and ethical
concerns. Reviews the casework process related to delivery of services through mandated and
voluntary child welfare programs. Encourages student awareness of and participation in policy
debates in relevant House and Senate committees. Prerequisite: Foundation year curriculum.

SSS 653: Attachment Theory and Neurobiology: Implications for Social Work Practice
and Policy (3) - Provides an overview of attachment theory based on contemporary
neurobiological research. Attachment-informed models of practice and the policy implications of
attachment research are examined, with emphasis on the prevention of relational and behavioral
disorders in individuals, families, and groups. Special focus is given to the role of secure
parenting, the consequences of child maltreatment, and pathology shaped by disordered
attachments in children, adults, and couples. The course emphasizes the importance of
attachment and right brain affect regulatory functioning as basic to healthy development across
the lifespan. Prerequisite: Foundation Year curriculum

SSS 655 Social Work Response to Trauma: Policy and Practice Perspectives (3) –
Provides an overview of the experiences of trauma and the current social work interventions on
micro, mezzo, and macro levels. Course content covers the range of theoretical, policy and
practice issues involving a wide range of traumatic experiences such as war, sexual violence,
child abuse and neglect, intimate partner violence, and elder abuse. Prerequisites: Completion of
570, 571, & 572, concurrently in Foundation FP

SSS 662 Death (3) - Confronting death may cause professionals discomfort in ways that they
have not been trained to identify. The purpose of this course is to examine death and grief
phenomenologically, and cross-culturally, through knowledge development and self-exploration.
It particularly considers the fear of death and the effect of confronting one’s mortality as a
professional caregiver. Prerequisite: Foundation year curriculum.

SSS 663 Treatment of Chemical Dependency (3) - Presents different models of therapeutic
intervention and modalities of treatment, covering processes from early identification through
recovery and relapse prevention. Included are impact on spouse, young children, and adult children. *Pre-requisite: Concurrent enrollment in Foundation Field Placement*

**SSS 665 Theory and Models for Use in Health Care Settings (3)** – This course provides the theoretical orientations and practical models to guide clinical social work interventions in diverse health settings. Through lectures, invited presentations, and course assignments, student will be able to apply effective interventions based on theories and models in the context of an illness prevention and control framework. *Prerequisite: Foundation year curriculum.*

**SSS 668 Quality Health Care for Vulnerable Populations: Accessibility, Availability, and Affordability (3)** – This course informs future social work professionals in health care about policy issues related to health care, advocacy skills and techniques to work toward change, and the process of decision making in our health care system for patients, families, and health care providers. *Prerequisite: Foundation year curriculum.*

**SSS 669 Policy to Support Practice with Troops, Veterans, and their Families (3)**
This course will provide students with a framework for advanced policy analysis and strategies for policy change in order to support practice with troops, veterans, and their families. The course will focus on military and veteran programs and systems and will build upon the concepts and themes explored in SSS 593. The course emphasizes military culture and lifestyle and introduces students to historical policies and programs impacting veterans’ health care and benefits.

**SSS 673/674 Foundation Field Instruction and Seminar I and II (3,3)** - Students are placed in field agencies under the supervision of qualified field instructors where, consistent with a generalist practice model, they provide services to clients including work with the systems which impact service delivery. Concurrent with the practicum, and drawing from the co-requisite Generalist Practice courses, the seminar provides an opportunity for students to present cases, improve assessment and problem-solving techniques, and apply theory-based concepts to their field experience. *Prerequisites or co-requisites: 570, 571, 572, 581, 582, 590; co-requisite: 605/606.*

**SSS 723 Psychodynamic Theory and Social Functioning (3)** - Provides a theoretical framework for normal personality development, as well as for pathological formation of ego defenses and their influence on social functioning. The course traces the evolution of ego theory from its founding mothers and fathers to the more contemporary theorists. *Prerequisites: 571, 572.*

**SSS 724 Cognitive Behavioral Theory and Social Functioning (3)** - Tracing the historical development of both behavioral and cognitive theories to their convergence into contemporary cognitive-behavioral theory and therapy, the course seeks to integrate concepts from both with the ecological perspective of human behavior and social functioning. It intends to enhance the repertoire of the beginning social work practitioner with techniques from cognitive and behavioral approaches. *Prerequisites: 570, 571, 572.*
SSS 725 Transpersonal Theory and Social Functioning (3) - Transpersonal theory recognizes spirituality and transcendental needs as intrinsic aspects of human nature. It is based on the principle that there are powerful forces within the psyche propelling us towards greater wholeness and integration beyond the ego. The purpose of this course is to introduce transpersonal theory as a means of integrating the spiritual and psychological in explaining and changing social functioning. Prerequisites: 570, 571, 572.

SSS 731 Social Work with Couples (3) - Provides clinical theory and practice skills for social work with couples, addressed in terms of life passages and adult development, as well as pathology. Appropriate interventions are taught. Prerequisites: Foundation year curriculum.

SSS 740 Ethical Issues in Contemporary Social Work (3) - Drawing from philosophical and professional ethics, helps students develop skill in reflective and critical analysis of ethical dilemmas in social work practice. Considers purposes and limitations of codes of ethics. Presents a model for ethical decision making as a framework to consider issues such as self-determination and social responsibility, confidentiality and social control, life and death issues, societal responsiveness to the poor and disadvantaged and the privatization of welfare, organizational and professional values, and social justice and resource distribution. Prerequisites: Foundation year curriculum.

SSS 756 Evaluation of Social Work Practice (3) - Introduces students to the basic theoretical and methodological concepts of practice evaluation. Topics include quantitative and qualitative assessment models, clinical measurement, single subject designs, clinical group designs, case studies, and statistical techniques. Prerequisites: Foundation year curriculum.

SSS 757 Evaluation of Social Work Programs (3) - Introduces students to the basic theoretical and methodological concepts of program evaluation. Topics include needs assessment, program monitoring, program effectiveness and efficiency, measurement, survey and group designs, and quantitative and qualitative analytical techniques. Prerequisites: Foundation year curriculum.

SSS 801 Clinical Social Work with Older Adults (3) - Presents the diversities of the aging experience and its historical, and bio-psycho-social-spiritual aspects. It emphasizes primary, secondary, and tertiary levels for effective practice with elderly clients. Major theories of aging and intervention strategies are examined with special attention to at-risk populations especially older women and older minorities. Prerequisites: Foundation year curriculum.

SSS 802 Clinical Social Work with Adults (3) - Building on the first year theoretical framework of ecological systems, the purpose of this course is to prepare the student for advanced clinical practice with individuals in diverse populations. Practice skills are primarily rooted in the explanatory and change concepts of psychodynamic theory as applicable within a multicultural context. Prerequisites: Foundation year curriculum.

SSS 803 Clinical Social Work with Adolescents & Young Adults (3) - Prepares students for practice with the individual as she or he moves through the developmental stages of adolescence to young adulthood. Focusing on issues of identity formation and establishment of independence,
the course presents psychodynamic, cognitive-behavioral, and systemic approaches appropriate to a diverse population of young people. **Prerequisites: Foundation year curriculum.**

**SSS 804 Clinical Social Work with Children (3)** - Prepares students for practice with the young child as the primary unit of attention for therapeutic intervention. Against the backdrop of developmental and family systems theories, psychodynamic and cognitive-behavioral practice models incorporate techniques of play, drawing, storytelling and activity. **Prerequisites: Foundation year curriculum.**

**SSS 821 Clinical Social Work with Families: Traditional Models (3)** - Beginning with the major schools of family therapy (structural, strategic, solution-focused, multigenerational, object relations), the course contrasts traditional with contemporary family theories and then integrates theory with practice by use of an eclectic text and tapes of master therapists. Family therapy is provided to troubled families from literary works through role-play. **Prerequisites: Foundation year curriculum.**

**SSS 822 Clinical Social Work with Families: Strengths-Based Model (3)** - Grounded in the strengths perspective, this course prepares students to empower the families of children-at-risk to prevent placement in foster care, residential or inpatient psychiatric treatment, and juvenile detention. The course reflects both traditional social work in its emphasis on natural helping networks and work in the home and community, and contemporary solution-focused brief family therapy methods. **Prerequisites: Foundation year curriculum.**

**SSS 830: Instrument Development, Measurement, and Use: The Theory and Practice (3)**
This course covers in-depth the role of measurement in social work practice, the selection of the measurement instrument, and understanding the linguistic and cultural appropriateness measurement. The process of selecting an instrument involves a solid understand of: the purpose of the measure, the reliability and validity of the measure, and the data source for the measure. The course covers the process of instrument development, how to conduct technical reviews and how to utilize cognitive interviewing to provide a foundation of reliability and validity.

**SSS 831 Advanced Policy Analysis (3)** - Builds on first-year course content on the values and roots of the social work profession; the history of social welfare; contemporary social welfare policy; policy analysis; and policy advocacy. The course is designed to enable students to integrate and apply political and economic concepts to social welfare policy analysis and in making advanced arguments to influence the policy-making process. Student will learn how to obtain, organize and use relevant information to promote beneficial social change. **Prerequisites: Foundation year curriculum**

**SSS 832 Management of Non-profit Organizations: A case study approach (3)** - Presents management theories and the various functions of management. Emphasis is placed on management as a social work method and on the conceptual, human, and technical skills needed to manage agencies in a manner consistent with social work values and ethics. **Prerequisite: Foundation year curriculum.**
SSS 835 Community Organizing for Equitable Development (3) - This course is offered to advanced curriculum students and builds on knowledge and skills gained in the foundation year in the following areas: the values and roots of the social work profession; the history of social welfare; micro and macro theory and social work practice courses, particularly the areas of group and community practice. In addition, it is intended to complement course work in social planning, research, ethics, evaluation, and nonprofit management. Prerequisites: Foundation year curriculum.

SSS 871/872 Advanced Field Instruction and Integrative Seminar- Clinical- I & II (3,3)
SSS 873/874 Advanced Field Instruction and Integrative Seminar- Combined- I & II (3,3)
SSS 875/876 Advanced Field Instruction and Integrative Seminar- Social Change- I & II (3,3)
SSS 877/878 Advanced Field Instruction and Integrative Seminar- Health Care- I & II (3,3)
Students are placed in field agencies which provide them with supervised practice experience consistent with their chosen concentration. Concurrent with the practicum, the seminar, sectioned by concentration, prepares students to integrate skills learned in academic courses with practice in the field. It provides opportunities for the sharing of student cases and/or projects. The seminar instructor directs the graduation assignment in which students implement the principles of practice or program evaluation. Prerequisites: Foundation year curriculum; prerequisite or co-requisite: 756 or 757, and advanced year theory and practice courses.

SSS 880 Organizational Theory & Change (3) - An examination of organizational theories, their purposes and applications to human service systems, structures, and processes as well as theories of organizational change. Included for analysis are classic bureaucratic theory, scientific management, public organization theory, communication theory, behaviorism, and organizational development theories. Explores themes, questions, and explanatory bases of organizational theories as they relate to specific attributes of human service organizations. Prerequisite: Foundation year curriculum.

SSS 886 Issues in International Social Development (3) Lecture. Focuses on such international concerns as migration, refugees, disaster assistance, and adoption. Considers policies and programs to positively influence these problems. Prerequisite: Foundation year curriculum

SSS 946 Theories of Social Justice (3) Lecture. Examines and compares several theories of social justice, including utilitarian, egalitarian, libertarian, communitarian, and feminist approaches. Principles of equality, equity, utility, and natural rights considered from both micro and macro perspectives. Illustrations from health care; child, family, and intergenerational justice; juvenile and adult corrections; racism; gender justice; and global issues. Prerequisite: Foundation year curriculum
MSW DEGREE REQUIREMENTS

The Master of Social Work degree is conferred upon students who have:

1. Satisfactorily completed sixty credit hours in accordance with the curriculum requirements as specified by the NCSSS faculty. Some students, who have received a BSW Degree from a CSWE-accredited school of social work within 5 years of application to NCSSS, may meet the requirements with fewer than sixty credit hours by being awarded up to thirty advanced standing credits. Transfer credits may be accepted in accordance with the school's policy.

2. Successfully passed a foundation comprehensive examination during the University designated comprehensive exam period in which the student is enrolled in the foundation field/seminar (SSS 674). Passing the foundation comprehensive is required for a student to proceed to the advanced curriculum.

3. Satisfied the writing requirement by designating any two scholarly papers that are already required in advanced courses and will have been completed and graded to fulfill the University Writing Requirement.

The Comprehensive Examination

The foundation comprehensive exam is completed online with access to student course notes and text materials. It includes essay questions that integrate knowledge of generalist social work derived from the courses that comprised these students’ foundation curriculum (social welfare policy, human behavior and the social environment, cultural diversity and societal oppression, research, theory and practice, and field practicum). Only those students who have completed the entire foundation curriculum are eligible to take the foundation comprehensive exam. All students must pass the foundation exam before being eligible to begin the advanced curriculum.

FOUNDATION YEAR STUDENTS MUST REGISTER FOR MASTERS COMPREHENSIVE EXAMINATION.

The Writing Requirement

Scholarly Papers: Students, prior to the reading period at the end of the last semester of course work, must designate two scholarly papers, that have been graded and returned, to fulfill the University Writing Requirement. Clean copies of these papers must be filed in the office of the Chair of the MSW Program. These papers may not have been required for a foundation course (SSS 570, 571, 572, 581, 582, 590, 673/674, 605, or 606). They should have been required for any advanced course, required or elective.

Scholarly papers should meet the following criteria:

- Scholarly papers should be written according to the most recent edition of the *Publication Manual of the American Psychological Association*, for parts of a manuscript; formal writing style; organization and headings;
Margins, spacing and font; reference citations in text; figures and appendices; and a reference list.

- Papers should be a minimum of 12 pages of text exclusive of the title page, references and tables.
- The content of a scholarly paper may vary from a formal literature review, research proposal, application of theory to a client system, analysis of policy, development of a program or model of practice, or completion of a quantitative or qualitative study. Scholarly papers do not include psychosocial assessments, analysis of art or literature, or pure case studies unless they also include substantial review of literature. All scholarly papers should conclude, when appropriate, with implications for future knowledge building, in research, policy development, and social work practice.

- Regardless of the type of content, a scholarly paper should be based upon – and should formally reference – a substantial, systematic library search of the literature. The majority of references should be from recent, peer reviewed social work and related journals. Secondary references may include books and book chapters, technical and research reports, proceedings of meetings, doctoral dissertations, audiovisual media, and electronic media. Scholarly papers should include a minimum of 12 references.

**FIELD EDUCATION**

Field instruction is a collaborative endeavor between the school and school staff, agency and agency staff, and students. The School, through its Office of Field Instruction, assumes responsibility for field work being educationally directed, coordinated and monitored. Responsibility for the Field Instruction Program requires broad involvement with the agency, field instructor, Integrative Seminar instructor/Field Liaison, academic adviser and course instructors. Field instruction is a three-way commitment between the School, the agency and the student. There are mutual responsibilities and expectations for each person. These are discussed in detail in the school's *Field Instruction Manual*, published annually and posted on our NCSSS website.

**IN ORDER TO ENTER ADVANCED YEAR FIELD PLACEMENT, STUDENT MUST HAVE COMPLETED OR PLAN TO TAKE CONCURRENTLY ALL REQUIRED AND ELECTIVE COURSES.**

- Students complete two different field placements over two academic years during the MSW Program. Students are in placement 16 hours/week during the foundation year, and 20 hours/week during the advanced year. Most students are assigned to agencies on Wednesdays/Thursdays during the foundation year, and Tuesdays/Wednesdays/½ Thursdays during the advanced year.

- Field agencies are located in Washington, DC; Maryland; and Virginia.

- Field instruction is usually the most challenging and complicated part of the MSW Program for those part-time students who work full-time. They are strongly encouraged to begin planning for their 1st internship (which takes place during Year Two) during their 1st year of study. They are encouraged to seek guidance from Office of Field Instruction staff during their 1st year.
• A limited number of flex-time field placements are available. Each requires an 8-hour work day/week. Although the Office of Field Instruction cannot guarantee the availability of flex-time placements, it will work with students to find an appropriate placement.

Field Hours

The number of hours (per year) required for Field Instruction are as follows:

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<td>Foundation Year MSWs</td>
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<tr>
<td>Advanced Year MSWs</td>
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Grading

• The student receives a grade each semester for the 3-credit Field Instruction/Integrative Seminar. The final grade is based on Field Instruction (60%) and Seminar work (40%). Grade assignment is in accordance with the University grading system found in the CUA Student Handbook. Students must receive a grade of ‘C’ or above in Seminar and in Field in order to progress to the next semester of Field Instruction.

• The grade for Field Instruction (which makes up 60% of the grade received by the student) is based on the Final Evaluation submitted by the field instructor. The final grade is assigned by the Integrative Seminar instructor, based both on Seminar work and on the evaluation submitted by the field instructor.

Insurance Coverage

NCSSS has mandatory professional liability coverage for all students in field placement settings. The carrier for the policy is the Chicago Insurance Company. The policy provides $1,000,000 for each claim and $3,000,000 aggregate. Students assigned to field instruction are required to purchase this coverage in September for the period covering the entire academic year. The coverage is restricted to school-related, agency-based activities involving field instruction.

Field Leave Policy

• **Sick leave:** Students are allowed one day per semester for sick leave. Any time beyond that has to be made up. For students suffering extended illnesses, make-up arrangements need to be negotiated with the student, the agency, and the Office of Field Instruction.

• **Other absences:** Except for allowable holidays and the two days of sick leave (per year), all absences from field instruction must be made up. This includes time lost due to tardiness, as punctuality and attendance are required. In an emergency, students are expected to notify the agency of their absence.

• **Winter Break leave:** The field calendar has been developed assuming that students will take leave from their agency for only two weeks during the winter break. During the rest of the winter break, students are expected to report to the field instruction agencies, so that they may maintain client contact during the holiday period and keep up with agency assignments.

• **Fall semester exams on field days:** It is possible that the University will schedule exams for NCSSS students on field days. In this case, exams take priority. Otherwise, students are expected to attend field.
STUDENT CONFIDENTIALITY AGREEMENT

Student Name:  
ID#: 
Program:  
Academic Year: 

This Student Confidentiality Agreement is put forth to protect the privacy of clients, colleagues, and agencies with whom the student works in the context of their social work employment and/or field placement.

This agreement demonstrates my understanding that my presentation of any “practice materials”* in classes, supervisory sessions, case conferences, seminars and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means that I agree to refrain from communicating beyond the classroom setting about practice material that I or other students may have presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss my practice setting, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

When writing about situations in my practice, I understand it is my responsibility to protect the identity of individuals or organizations by changing any identifying information, or relevant case-specific content.

I understand that in an internship setting, I must follow agency policies and procedures, as well as the NASW Code of Ethics. I understand that violation of this confidentiality agreement violates the NASW Code of Ethics and the policy of NCSSS and is therefore grounds for dismissal from the program.

Student signature:  
Date:

*Please note: the term “practice materials” includes, but is not limited to, materials related to clients, administrative issues, budgets, grants, or personnel dynamics at the student’s place of employment and/or field placement site.
ACADEMIC POLICIES AND PROCEDURES

ACADEMIC ADVISING

Faculty advising provides students with the opportunity to consult and interact with faculty outside the classroom, and to discuss any matters of interest or concern. All students are assigned a faculty adviser upon enrollment in the NCSSS. The faculty adviser is responsible for:

- Advising students in planning program of study, including approving course registration each semester.
- Addressing concerns students may have about their educational program, academic activities, or personal problems impacting the academic curriculum.
- Monitoring all aspects of the student's professional development, including ethical professional behavior, and for informing the student when s/he is in violation of academic standing policy.
- Referring students to appropriate campus resources.

CLASSIFICATION OF STUDENTS

MSW Graduate students are classified as follows:

1. **Regular Status.** A student who comes to us with a Baccalaureate degree in the liberal arts and will pursue a full 60 credit hour program and who is unconditionally approved for graduate study enrollment

2. **Conditional Status.** A student admitted with probationary status, because of, for example, an undergraduate GPA of less than 3.0. Students with conditional status must maintain a GPA of 3.0 (B), earn no more than one grade of 'C,' for a period encompassing the entire 30 semester hour foundation year curriculum for both full- and part-time students. Falling below any of these standards will be considered grounds for dismissal by the dean.

3. **Advanced Standing Status.** A student admitted with advanced standing status must have:
   - A Bachelor’s degree in Social work from a CSWE accredited program (received within 5 years of enrollment in the MSW program)
   - A cumulative average of at least 3.5 in all the social work courses of the undergraduate program
   - A cumulative average of at least 3.2 in all courses applied toward the Bachelor’s degree
   - A minimum of B in each social work course to be considered for waiving of credit
   - A recommendation from the chair of the undergraduate program, explicitly supporting admission directly into the advanced year of the MSW program
   - Satisfactory completion of an undergraduate generalist practicum experience that is comparable to that expected in NCSSS foundation practicum, as evidenced in the final field evaluation
   - Successful completion of the online transition course over the summer prior to admission in the Fall semester
4. **Transfer Status.** A student who has been enrolled in another CSWE-accredited MSW program may transfer up to 30 credit hours of equivalent coursework and field instruction (taken within 5 years of enrollment at NCSSS) in which grades of “B” or above were earned. A minimum of thirty (30) credits must be completed in the MSW Program at NCSSS in order to earn a graduate degree from CUA.

5. **MSW/JD Dual Degree Program.** Students admitted to both NCSSS and the Columbus School of Law are able to earn both the MSW and the JD, usually within four years. Students enrolled in the joint degree program must complete a total of 119 credits (rather than the 144 that would be required if the two degrees were taken separately). This means that 25 credits must be shared between the two programs. The curriculum for the first year in each program is fixed: thirty credits are required for the foundation year in social work while twenty-nine are required for the first year law program. Up to twelve law credits may be recognized by NCSSS as credit toward the MSW degree, with the approval of the NCSSS faculty adviser. Both a member of the NCSSS faculty and one from the Law School advise these students.

**ETHICAL CONDUCT AND RESPONSIBILITY**

**NASW Code of Ethics**

The National Association of Social Workers (NASW) has developed a Code of Ethics to guide professional behavior of social workers. This Code of Ethics is binding for all students at NCSSS. Failure to adhere to the Code in the student role is grounds for disciplinary action or dismissal from the program. A copy of the NASW Code of Ethics is included in the appendix of this Handbook. Each student is expected to obtain an updated copy of the Code of Ethics from NASW for future reference. The National Association of Social Workers is located at 750 First Street, NE, Suite 700, Washington, DC 20002; phone number: 202-408-8600; website: [www.naswdc.org](http://www.naswdc.org).

Students should refer to the *CUA Student Handbook* for further academic policies and regulations.

**COPYRIGHT LAWS AND NCSSS READINGS**

CUA’s Copyright Guidelines were developed to assist members of the CUA community in complying with federal copyright law and to enable them to distinguish between permitted and prohibited uses of copyrighted materials. Copyright law allows for the reasonable unauthorized provision by faculty to students of an original work (articles, book chapters, charts or graphs from a book or newspaper) when the use is thought to advance the public welfare. This exception to copyright law is known as the “Fair Use Doctrine.” Multiple copies (not to exceed one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that the copying meets tests for brevity, spontaneity, and cumulative effect. Each copy must also include prominent notice that it is copyrighted material. If instructors intend to use copyrighted materials – for example, prepared course packets - beyond an initial spontaneous use; that is, from semester to semester for a particular course, they must seek the permission of the holder of the copyright.

*(Statement drawn from “Copyright Guidelines” found on the web page of the CUA Office of General Counsel: [http://counsel.cua.edu/IP/Copyright/Fair_use.htm](http://counsel.cua.edu/IP/Copyright/Fair_use.htm))*
FORMAL PAPERS AND WRITING ASSISTANCE

Formal papers must be prepared in accordance with a recognized academic writing style. The American Psychological Association is the professional organization of social scientists. Students are required to use the APA format to be consistent with social work education and the social work profession. The APA Manual is available in Mullen Library and in the CUA bookstore. Students may also access the Borst Guide to APA located at http://www.ldl.net/~bill/aparev.htm, or via link on the NCSSS Web page. This excellent guide, as well as a sample paper, may be downloaded or printed in Word or Word Perfect.

Students may seek assistance with writing at the CUA Writing Center, a free service administered by the CUA English Department, providing CUA students with one-on-one tutoring in writing projects. Computers in the Writing Center are available for student writing. For an appointment with a consultant, go to http://english.cua.edu/wc3/; the Center is in 111 O'Boyle Hall.

GRADING POLICY

Approved by the Academic Senate, beginning September 1990 for all students except students in the School of Law, the following grading system will be in effect:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rating</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00 (95-100)</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.70 (90-94)</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.30 (87-89)</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3.00 (83-86)</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.70 (80-82)</td>
</tr>
<tr>
<td>C</td>
<td>Passing but Marginal</td>
<td>2.00 (70-79)</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00 (&lt;70)</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Administrative Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A grade of C indicates marginal progress toward the degree. Master's students are expected to maintain a minimum of a B (3.0 G.P.A.) to remain in school and to graduate. A Review Committee shall be called by the chair of the M.S.W. program upon a student's receipt of two grades of C or one grade of F or other evidence of unsatisfactory or marginal work. The receipt of more than two grades of C or below, more than one F or termination from a second field placement during his/her academic program is grounds for dismissal by the dean.

By resolution of the Academic Senate, grade point averages will be calculated for all graduate students entering the university in the 1996 fall semester or after. Only grades earned in courses at and above the 500 level will be calculated.
GRADES OF INCOMPLETE

A provisional report of “I” (Incomplete) may be given to a student who, for legitimate reasons (e.g. serious illness of self or family, death of family member, spouse, significant other, personal crisis - determined valid at the discretion of the professor), has not completed the requirements of a course, provided that work already completed is of passing quality. When there are no assignments due until the end of a course, an “I” may be granted at the discretion of the professor based on attendance and active participation. In order for a student to receive an “I”, an Incomplete Approval Form must be completed and signed by the student and the instructor.

The provisional report must be removed before the midterm date specified in the academic calendar for the succeeding term, whether or not the student is registered. In any case in which the provisional report is not replaced by a passing grade before the midterm of the succeeding term, the grade of “F” (Failure) will be recorded, except when, in advance of the midterm date, because of extraordinary circumstances, the student's request for an extension of the period allowed is approved by the Dean. This grade is included in the total number of failures for the semester in which it is recorded.

- The definition of 'extraordinary circumstances' must meet the same criteria as outlined for 'legitimate reasons' above.
- If a student has not resolved a grade of “I” by mid-semester of the succeeding term, s/he will not be permitted to register for an upcoming semester.
- Incompletes may be issued for summer sessions, but are generally discouraged.
- There is no difference between Readings and Research courses and other courses when defining criteria for issuing a grade of “I”.

REGISTRATION INFORMATION

Cardinal Station Web Site
Registration: http://cardinalstation.cua.edu

All students will use the Cardinal Station web site to register. Every student will receive a login ID and password from the Registrar's Office, as well as materials on how to register. It is the student’s responsibility to verify class enrollment; this can easily be done through the Cardinal Station system. Students are responsible for setting up appointments with their academic advisor prior to registration, following a schedule outlined in the NCSSS Newsletter. Students are responsible for registering correctly, after consultation with their faculty adviser. Students may learn their grades at the end of each semester through the Cardinal Station system.

Add/Drop Procedures

Any change in course registration must be approved by one's academic adviser. Adding and dropping of courses can be processed through the Cardinal Station system, prior to the last day of registration. After the last day of registration, students must complete an ADD/DROP form. Further information is available in the CUA/NCSSS Bulletin and CUA Class Schedule.
Continuous Enrollment/ Leave of Absence/ Withdrawal

Continuous enrollment is required of all students enrolled in programs leading to degrees unless an authorized leave of absence has been granted. Failure to maintain continuous enrollment or to obtain an official leave of absence is considered to be evidence that the student has withdrawn from the university.

Students are expected to maintain continuous enrollment at NCSSS, i.e. they must either be registered for courses or have been granted a formal leave of absence. Leaves are granted for a limited period for reasons of unusual duress, e.g. illness of student or family member, or sudden change in financial status. Any student wishing to take a leave of absence or to withdraw from the university must submit a request online at https://go.cua.edu/gradstudies. The period of leave of absence is not counted as part of the time allowed for the completion of residence or other degree requirements. However, incomplete grades must be changed in accordance with the academic calendar, whether a student is registered for the current semester or not.

If the withdrawal occurs during a semester in which the student is enrolled in a course, a change of enrollment form must be processed and the courses must be dropped using the telephone registration system. The only time a drop/add form will be required will be when a student withdraws completely from all courses during a semester. If circumstances prevent doing this, the notice to the academic dean should explain the situation. Photo ID cards should be returned to the Office of the Registrar and dining hall cards to the Office of Housing and Residential Services. If a refund is to be made, the student should report to the Office of Student Accounts. For further detail about this procedure, see the current Schedule of Classes.

TUITION REFUND SCHEDULE

The effective date of reduction of charges is the date classes are dropped via the Telephone Registration System. Refunds are calculated on total amounts billed, not on amounts already paid, and are paid in accordance with the criteria which follow. Tuition charges are refunded in full during the first week of the fall semester. Thereafter they are funded as follows:

100% BY THE END OF THE ADD/DROP PERIOD
80% BY THE END OF THE THIRD WEEK OF CLASSES
0% AFTER THE END OF THE THIRD WEEK OF CLASSES

NO REFUNDS GIVEN AFTER THE THIRD WEEK OF CLASSES

The application fee and tuition deposit is non-refundable. The activities fee, University Services fee and medical insurance fee are refundable only during the first week. CUA has a student payment plan – please note that payments must be up-to-date in order to register for an upcoming semester. Students may charge their tuition and fees, using either MasterCard or VISA. For information, call the Office of Student Accounts at 202-319-5036.
STUDENT CLASS LOAD

Full-time graduate students usually take 15 credits per semester. A student load in excess of 15 credits requires the approval of the chair of the Master's program. Part-time students must take at least six (6) credits per semester. **MSW students taking fewer than 8 credits per semester will be charged at the current hourly tuition rate.** A part-time student eligible and wishing to change his/her status to full-time needs the permission of his/her adviser. A part-time student first becomes eligible to change his/her status after completing the foundation curriculum (usually two academic years).

TRANSFER OF ELECTIVE CREDIT

Under special circumstances and with approval of the Master's chair, students (clinical or macro) may transfer up to six semester hours of elective credit from other accredited graduate programs. No academic credit is given for life or previous work experience, as specified by the *Educational Policy Statement* of the Council on Social Work Education (see Appendix). Transfer of course credits may not be applied toward satisfaction of the minimum residency requirements. A minimum of thirty (30) credits must be completed in the MSW Program at NCSSS in order to earn a graduate degree from the Catholic University of America.

Transfer courses must meet the following criteria:
- Be at the graduate level from a regionally accredited institution;
- Student has earned a grade of ‘B’ or above;
- Taken within five years of entrance into the MSW program;
- Does not duplicate content in NCSSS foundation or advanced required courses;
- Deemed appropriate to the student's program by the Master's chair.

At the time that a student declares his/her advanced year concentration, s/he must write to the chair, submitting a rationale showing that the course is appropriate to his/her concentration, and submitting a copy of the course description or course outline for approval. If not submitted with the original admissions application, an official transcript from the institution must be submitted as well.
UNIVERSITY GRIEVANCE POLICY

EOC Complaints: A formal grievance procedure exists for students or faculty who believe they have been judged or treated unfairly, unprofessionally or been denied due process. A written statement of the complaint must be filed with the Equal Opportunity Officer (EOO) within sixty calendar days of the date of the alleged offense. The statement must include the following: the name and title of the individual whose action gave rise to the matter, the type of complaint and the resolution sought. The EOO will bring the complaint to the appropriate administrative officer, who will initiate action. Student will be notified of hearing or other outcomes. This grievance procedure is outlined in detail in the CUA Student Handbook.

F Grade Grievance Procedure: There is also an established university grievance procedure to be used by students who wish to contest a failing grade. A student may challenge a grade of ‘F’ received in a course. Such a challenge may be considered only when the student alleges that the grade reflects other than appropriate academic criteria, that is, achievement of scholastic and behavioral requirements. NCSSS, like every School of the University, has a standing committee on grades, which is made up of three faculty members and two students (at NCSSS, one Masters and one Doctoral student). The committee members are proposed by the Dean and approved by a combined vote of the Faculty and the student representatives to the faculty meetings. One of the faculty members on the committee shall be named chair by the Dean. A comprehensive procedure for the challenge of a grade of ‘F’ is outlined in the CUA Student Handbook.

STUDENT RIGHTS UNDER
THE AMERICANS WITH DISABILITIES ACT (ADA)

The university supports the integration of students with disabilities into the general student population and is committed to making its programs accessible to all qualified individuals. Students with disabilities are required to meet the same academic standards as other students at the university. Accommodations and modifications are provided to assure equal access for students who are academically and otherwise qualified.

To comply with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA), the university has established an Office of Disability Support Services that assists students who have a learning, physical, and/or other disability. Students with disabilities who wish accommodation or other services must contact the Director of Disability Support Services and submit documentation of the disability in order to be eligible for services. It is through voluntary self-identification that CUA can support the needs of those students with learning and other disabilities. Requests for service must be initiated by the student, as federal regulation makes it illegal to transfer diagnostic or other information regarding a student’s disability without written authorization from that student.

All information shared with the Office of Disability Support Services is confidential and used only when necessary for the provision of special services. The documentation must be a recent evaluation from a qualified specialist, establishing the nature of the disability, including the basis for the diagnosis and the dates of testing; and, establishing the current need for an accommodation and containing suggestions from the specialist of the accommodation most appropriate for offsetting the effects of the disability.
NCSSS REVIEW COMMITTEES

Students in the MSW program may encounter educational difficulties, have difficulty meeting academic requirements, have exceptional academic or personal problems, or require special attention. To assure that these needs are met without compromising the school’s integrity or treating the student unfairly, an orderly procedure has been established. When the student or relevant faculty feels that any of these problems may have arisen, a Review Committee may be called. However, a review committee must be called by the program chair upon a student’s receipt of two grades of C, or one grade of F, or other evidence of unsatisfactory or marginal work. The committee provides a formal procedure to deal constructively with the problems. Problems may range from poor academic performance, possible unsuitability for the profession or continued education in the profession, or a student’s belief that she or he has been treated unfairly.

The review committee is convened and chaired by the program chair, although a request to have such a committee may be made by the student, the student’s adviser, or by any one of the student’s instructors. The chair notifies the student and other participants in writing of the date and time of the meeting and invites them to attend. Participants at the review committee shall be only the student, the student’s academic adviser, instructors, representatives of the Office of Field Instruction (when appropriate), and, if the student desires, either one representative from the NCSSS student government, or another member of the NCSSS student body selected by the student. Students who have an identified disability may request the presence of a representative from the Office of Disability Support Services.

Typically the review committee is presented with the concerns and gives each participant, including the student, an opportunity to describe the problem and potential resolution. The student may submit written materials from any source for consideration by the committee, if they are pertinent to the proceeding. The chair may request the presence of the author of the materials to better assist their decision.

Based on the exchange at the meeting, the committee makes a recommendation to help the student successfully complete the program. If a student believes he or she has a disability that has affected his or her ability to participate in the program, it is the responsibility of the student to contact the Office of Disability Support Services. No accommodations can be made for a disability without the involvement of this office. The review committee recommends to the Dean a plan to assist the student. If the committee reaches a finding that is not unanimous, a statement of majority and minority findings is written. In some situations, a review committee may recommend that a student be dismissed from the program. In any case, the student may appeal to the Dean the review committee’s recommendation. In all cases, the final decision is made by the Dean.

Academic Requirements: The National Catholic School of Social Service (NCSSS) affirms its right to require its students to meet accepted academic requirements that consist of scholastic and behavioral components. Consistent with Catholic social teaching and social work values, NCSSS respects the worth and value of all persons regardless of age, race, religion, gender, sexual orientation, ethnic or national origin, disability, or diversity of opinion. Students’ behavior should reflect the core values of the social work profession - service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. Standards for professional performance require that students adhere to ethical standards as
outlined in the National Association of Social Workers Code of Ethics, and the requirements stated below.

**Scholastic Requirements:** As required by CUA policy, an NCSSS MSW student who is involved in unethical practices in connection with any work required for a course will receive a grade of F (Failure) for the course. Further penalties may be imposed in accordance with specific circumstances. For example, it is strictly prohibited, as an unethical practice, to submit as one’s own work term papers, research, or professional papers or dissertations in which material provided by a professional research agency or by other persons is utilized. A graduate student who employs such assistance or other unethical practice in the research or writing of a thesis or dissertation shall be liable to expulsion from the university upon proper hearing by the school and dean.

In the Masters of Social Work Program, a grade of C indicates marginal progress toward the degree. Master’s students are expected to maintain a minimum of B (3.0 G.P.A) to remain in school and to graduate. A Review Committee shall be called by the chair of the M.S.W. Program upon a student’s receipt of two grades of C, one grade of F or other evidence of unsatisfactory or marginal work. The receipt of more then two grades of C or below, more then on F, termination from a 2nd field placement during their academic program is grounds for dismissal by the dean.

**Behavioral Requirements:** MSW students at NCSSS are expected to maintain accepted standards of professional conduct and personal integrity in the classroom, in the field placement, and in the university setting. Students should:

- Attend classes and field internships regularly and contribute positively to the classroom/field agency culture.
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor.
- Demonstrate competence in planning academic and field-related activities and in following through on those plans.
- Reasonably respond to and respect others' reactions to one's comments or actions in classroom and in field setting.
- Use an appropriate level of class time and instructor's time and attention in and out of class.
- Use an appropriate level of supervisory time and field instructor's time and attention.
- Behave in a manner that is consistent with the ethical principles of the social work profession.
- Show an appropriate level of professional judgment, being careful not to jeopardize the best interests of people for whom they have a professional responsibility.

Students whose professional judgment and performance are hampered in any way are expected to immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating field internship, or taking any other steps necessary to protect clients and others. Students who are unable to meet any of the academic requirements may be subject to the review committee process.
GRADUATION INFORMATION

At the time of registration for a student's final semester, s/he fills out a diploma card. This card places her/him on the graduation list, indicating the name exactly as it is to appear on the diploma. At commencement exercises, the university awards a diploma to each student who has fulfilled all requirements and upon whom a degree is, therefore, conferred. Subsequent requests for issuance of replacement diplomas will be honored only upon submission by the student of a notarized statement that the original has been lost, stolen, or destroyed and upon payment of the required fee.

Students graduate in January, May and October. However, the university holds commencement exercises only in May. Students graduating the previous October and January are welcome to participate in the following May commencement exercises. Students may not participate in graduation exercises prior to satisfactory completion of all program requirements.

QUALIFYING EXAMS

Qualifying examinations are offered to allow students to waive credit for up to ten semester hours in the following areas: Social Welfare Policy and Services I (581 - 3 credits), Human Behavior and the Social Environment and Human Development and Psychopathology (571, 572 - 3 credits ea.) and Social Work Research (590 - 3 credits). Students must apply to the Master's chair and be accepted to take the examinations, offered three times each academic year. Students must take ALL qualifying exams within the first two semesters of their entrance to the school. They must verify that, through previous coursework, they have mastered the course material. The Council on Social Work Education mandates that life or previous work experience cannot be used as justification for application for a qualifying exam. A student must earn a grade of '85' or above on a qualifying examination in order to have that course waived. By waiving credits, a student is able to graduate with fewer than 60 credits.

NON-DEGREE STUDENTS

Students who are not enrolled as degree candidates, or those accepted to begin the MSW program at a later date, may take up to 12 credits as non-degree or special students. The school reserves the right to reduce the number of credit hours allowed for budgetary or other reasons. Non-degree students may register for one course per semester when space is available after degree candidates have registered for an upcoming semester. Non-degree students must see the MSW Chair prior to registering each semester.

MASTERS STUDENT ASSOCIATION

The Masters Student Association, an entirely student-run organization, is the official connection between the MSW student body and NCSSS’s professors and administration. A member of MSA represents the Masters students at Faculty meetings and on the MSW program committee. Members may be called on to serve on Student Review Committees or on the NCSSS F-grade committee. The Chair of the MSW program serves in an advisory capacity. MSA activities may include an orientation for new students, social events, brown-bag lunches with faculty, class service projects, and involvement in the graduation celebration. Check: http://ncsss.cua.edu/students/masters/msa.cfm
NCSSS ALUMNI ASSOCIATION

The purpose of the Association is to coordinate the activities of the members in furthering the interests of NCSSS by promoting professional programs; networking and social activities; leading and participating in student recruitment initiatives; encouraging closer relationships among the alumni, the student body and the faculty of the school; and fund-raising initiatives. Any person who has graduated from the BA, MSW or PhD programs of NCSSS of The Catholic University of America and is considered in good standing with the University is qualified to be a member of the Association. For more information, check the website at:
http://ncsss.cua.edu/alumni/

FINANCIAL AID AND TUITION INFORMATION

Federal Loans

Students requesting federal loans from the university must submit the appropriate paperwork to the CUA Office of Graduate Financial Aid. Students must complete financial aid forms (FAFSA) for all government program loans each year of study. To be considered for all loans, students must complete the Free Application for Federal Student Aid (FAFSA). Although there is no deadline for filing this application, we suggest you complete it as soon as possible. Please note: all loans must be coordinated with other sources of aid, such as scholarships and assistantships. The amount of money you receive from these sources affects your loan eligibility. For further information contact the CUA Office of Financial Aid at 319-5307.

NCSSS Scholarships

Students requesting consideration for scholarships available through NCSSS must submit an application (available from NCSSS Office of Admissions, Information Bulletin and our NCSSS home page NCSSS.CUA.EDU) and statement to the NCSSS Office of Admissions no later than April 1. The statement should outline the student's financial need, merit, and area of social work interest. Students should be aware that decisions on NCSSS grants are often not made until June for the following academic year.

Students requesting scholarships are expected to have filed the FAFSA with the Office of Financial Aid, since scholarships are awarded based on need as well as merit. Students are awarded NCSSS scholarships for one academic year only. Students may reapply for scholarship consideration in subsequent academic years provided they are in good academic standing. It is up to students to verify with the Office of Financial Aid that all necessary FAFSA paperwork has been received in that office by April 1, if students have applied for NCSSS scholarships and/or work-study. Due to university requirements regarding undergraduate GPA and test scores, conditionally admitted students are not eligible for scholarship funding.

For further information on NCSSS grants and university scholarships, see the Director of Admissions, 319-5496.
CUA Scholarships

The university has a limited number of scholarships and fellowships to award to full-time students based on academic merit. These scholarships are awarded to incoming students. Please refer to the CUA Announcements for further information. Students applying for these funds are required to submit Graduate Record Examination (GRE) scores; scores must typically total at least 1200 for half-tuition and 1350 for full-tuition awards (V/Q). These scholarships are awarded to incoming students only, who are supported during two years of full-time study.

Stafford Loans
(Formerly guaranteed student loan program)

This program enables a student to borrow money directly from a savings and loan institution, credit union, bank, or other eligible lender. Arrangements must be made directly between the applicant and the lending institution, but the Office of Graduate Financial Aid must authorize the amount of loan assistance needed by student. For further information contact the Financial Aid Office at 319-5307.

Many students rely on loan proceeds (beyond what goes toward tuition) to help them cover expenses while in school. Please note that disbursements take awhile to get from the Lender to CUA to you. Students sometimes anticipate receiving a disbursement check only to learn that it will not be available for several weeks. If you will be relying on a refund check to pay your rent, etc., be sure to check with the Office of Enrollment Services (319-5300) early to learn exactly when your check will be available.

Federal Work Study Program (FWS)

The National Catholic School of Social Service awards Community Service Federal Work Study stipends annually, through the federal work-study program. Federal and university regulations require that MSW students be (1) placed in non-profit agencies, and (2) involved in duties other than lobbying or partisan political activities. Students must show financial need in information provided in their Student Report (FAFSA), submitted each year of enrollment to the CUA Office of Financial Aid. Agencies make absolutely no financial contribution to the student in the federal program.

The amount of the stipend varies each year and is dependent on the total amount of funding the university receives from the Federal Government. For a student to be approved for FWS, his/her field site must sign an addendum to the Statement of Agreement submitted by every agency approved by NCSSS as a field site.
No student is considered registered until registration is completed and an approved financial settlement has been validated by the Office of the Treasurer (319-5606). Tuition and fees may be paid by cash, check (with ID), or credit card (American Express, Discover, or MasterCard). CUA also offers a tuition payment plan. All fees, including those for tuition, board, and room is subject to change.

A student who fails to comply with financial obligations as specified is subject to suspension from classes. A transcript record will not be released for a student whose account is not paid in full nor may a diploma be issued. A late payment fee will be assessed if students register after the regular registration period, regardless of reason for the delay. Students may contact the Office of the Enrollment Services (319-5300) for information on tuition and fees.

MSW students are charged differently than students in other graduate programs; this benefits our students but means that sometimes they are billed incorrectly. For purposes of billing, MSW students are considered part-time if registered for 11 or fewer credits. If billed incorrectly, call the Office of Enrollment Services (319-5300).