

AGENDA

Executive Committee Meeting

CSUSM Academic Senate

Wednesday ~ March 13, 2013 ~ 12-2 p.m. ~ Kellogg 3010

- I. Approval of agenda
- II. Approval of minutes of 03/06/2013 meeting
- III. Chair's report, [Jackie Trischman](#)
- IV. Interim Provost's report, Graham Oberem *Unable to attend*
- V. ASI Board meeting report, Ofer Meilich *Unable to attend; written report attached.*
- VI. [Committee](#) reports: as needed
- VII. Discussion item
 - A. BLP/UCC CEHHS Masters in Social Work
 - B. FAC RTP policy - record of early tenure attempt *see attached*
 - C. PAC Resources in Nursing program review
- VIII. EC members' concerns & announcements

Next meeting: March 20th

ASI Board of Director's meeting, 3/8/2013

The meeting was conducted in a professional and collegial manner, and was run quite smoothly by the Chair.

Announcements:

1. The ASI Extravaganza will be held 3/20/13 at the UVA
2. The ASI is gearing up to its annual elections

As the representative of the Academic Senate, I informed the ASI BOD that the student grade appeal policy was revised regarding the requirements of the student representatives (junior status, and a minimum of 30 units earned at CSUSM). I also noted that I serve on the Academic Affairs of the ASCSU, and explained few details about the smoking ban resolution passed by the ASCSU.

Changes to ASI removal process: ASI bylaws were amended to allow for a due process for removal of members (as opposed to the previous situation whereas a BOD member would have been automatically removed following non-attendance of the retreat). The changes were passed.

Changes to ASI bylaws: Few minor changes and removal of typos. The changes were passed.

Academic excellence and student success fees:

Student Affairs representatives were asked why the fee did not go through a student referendum. The answer was that a referendum is a yes/no vote. The President opted for an alternative consultation route that involve more give and take. The closing of the feedback phase is 3/12. The next phase will be bringing the recommendations to the Student Fee Committee. What is the fee for? More counselors, student involvement activities, instruction help, among others. [I'm sure there were other items, these are the ones I caught ...]

ASCSU Smoking ban resolution: Students oppose such ban. They do not wish to have a CSU system wide ban. Rather, it is preferable to have each campus decide. ASI will be considering adding a survey question to the election ballot regarding this issue. I clarified to the BOD that the proposed ban is quite comprehensive, to ban all tobacco products (not just those products producing smoke) and that it is covering all CSU premises (including parking lots). It is now in the hands of the Chancellor for review and response.

ASI Budget:

ASI is facing two major unknowns that make forecasting the budget especially problematic.

1. The move to the new student union building in January 2014. It is expected that there will be both recurring and one-time expenses. For instance, currently ASI does not pay much rent [if at all]. The new 90,000 sq-ft building may have substantial operating expenses.
2. ASI revenue is dependent on the number of students enrolled, which is expected to grow. The proposed 2013-14 budget is identical to the last year's budget. About \$1,190K total, 62% for student services, 38% for operating budget.

ASI has \$600K in reserve, with is expected to fund the added expenses moving to the Student Union building.

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Report from BLP, Master's in Social Work (MSW) (from CEHHS)

The Budget and Long Range Planning Committee (BLP) has discussed the proposed Master's in Social Work (MSW). We gave attention to the immediate and long-range enrollment prospects for this proposed degree program as well as the resource implications of the program's launch. We appreciate the cooperation of the faculty proposers from CEHHS and the assistance of the leadership within Extended Learning, which proved invaluable in allowing us to complete our work. BLP submits the following analysis of the impact of this program to the Academic Senate to guide senators in their consideration of the proposal.

This 60-unit program would be run as a self-support program through Extended Learning. MSW programs are subject to accreditation by the Council on Social Work Education (CSWE). CSWE accreditation is required for any MSW program whose graduates intend to apply "for licensure as a clinical social worker in California or any other state" (P-form, p. 16). The application for accreditation is currently underway.

Program Demand:

The P-form discusses likely demand for the program. For example, existing MSW programs throughout the CSU are enrolled at capacity and are turning students away:

"In fall 2010, system wide there were 5,925 applicants. Of those applicants, only 1,686 were offered admission. Although there is some duplication due to applications at multiple campuses, there are nonetheless a significant number of qualified applicants who were not admitted due to limited capacity" (MSW P-form, p. 21).

Survey research conducted at CSUSM indicates Sociology, Human Development, Liberal Studies, and Social Sciences as promising majors from which MSW applicants can be recruited (P-form, p. 21). While BLP members raised questions about job prospects for MSW candidates given contemporary budget cutbacks in the public and nonprofit sectors, the proposers and Extended Learning remain confident about the marketability of the degree. For example, the P-form cites Bureau of Labor Statistics (BLS) projections indicating especially strong job growth in the field of social work through 2020 (p. 19). An email from Mike Schroder, Dean of Extended Learning, notes, "The BLS forecasts a 34% employment growth for healthcare social workers, 31% for mental health and substance abuse social workers, and 20% for child, family, and school social workers" (email from Dean Schroder, January 25, 2013). Locally, the San Diego Workforce Partnership projects "an 8.1 percent reported growth rate for social workers in San Diego County" (cited in P-form, p. 19).

In delivering a self-support program, it is critical that costs be accurately projected to establish a tuition and fee structure that provides sufficient program resources while also allowing the marketing of a cost-competitive program to students. Current projections estimate a tuition structure of \$475/unit (running \$28,500 for a 60-unit program), as well as a mandatory campus fee of \$477 for each semester in which a student enrolls in the program (P-form, p. 24, as updated by EL memo, 2/6/13).¹ Program proposers

¹ According to EL Associate Dean Sarah Villarreal, "These campus-based mandatory fees include Academic Records, ASI, Athletics, and EL Technology Fee, and the Student Union fee." A full breakdown of these fees for EL students can be found at <http://www.csusm.edu/el/aboutus/fees.html>. The campus fees for students enrolled in state-support programs can be found at http://www.csusm.edu/schedule/spring_2013/fees_and_charges.html.

and Extended Learning officials are confident that this tuition/fee structure allows for the marketing of a cost-competitive program. When asked for follow-up information about the cost-competitiveness of the program, Extended Learning provided a detailed cost comparison, which is attached with this report.

Accessibility Concerns: The Department of Sociology provided a detailed review of the program proposal. One concern expressed was that the "packed curriculum" would disadvantage less financially secure students (Memo from Sociology). It should be noted that the program will provide both a full-time and a part-time option from its very first year. Sociology's memo also requested that EL and the program proposers work to build scholarships that would be available to financially disadvantaged students from underrepresented populations. While there is currently no line item in the Social Work budget to cover scholarships, students in this program will be eligible for financial aid available to students in stateside programs. Additionally, several financial aid programs exist specifically to support MSW students, including the California Social Work Education Center (CaSWEC), for which CSUSM's MSW students could become eligible beginning possibly as early as Year 2 of our program. Further, EL is currently exploring options to develop scholarship programs for students in self-support programs (MSW response memo, p. 3).

Resource Implications: This is a resource-intensive program, and a significant portion of costs is driven largely by accreditation requirements established and evaluated by the Council on Social Work Education (CSWE). For example, accreditation requirements specify Student-Faculty Ratios (SFRs) at 12:1 or below (P-form, p. 27). As a self-support program, all resources must be funded through tuition and fees. Thus, it is critical that program costs are carefully considered in advance of the program's launch. The draft budget developed by Extended Learning has been made available on BLP's Community page. We explore some of the critical resource requirements here.

Faculty

Searches for two tenure-track faculty positions (including one faculty position to serve as MSW Director) are currently underway;² if the program is approved by the Academic Senate and ultimately by the Chancellor's Office, a full-time lecturer will also be appointed to serve as Field Director before the program launches. Once the program is launched, CSWE requires that two more tenure-track faculty be hired by the start of its second year and that at least one more position must be added by its third year. Lecturer faculty will be hired as needed to cover individual classes.

Space

No labs or other "clinical facilities" have been requested for the program. The MSW will be offered through use of existing classrooms on the CSUSM campus, so Academic Planning & Resources (APR) will need to accommodate classroom requests within existing instructional space. The program will also

² Per CSWE accreditation requirements, two tenure-track faculty positions must be in place before the program launches. Should the Senate decline to approve the program, the faculty searches will be cancelled; should the program be approved by CSUSM but delayed past Fall 2013 (for example, pending approval from the Chancellor's Office), the Dean of CEHHS and the Interim Provost have agreed that the tenure-track faculty members hired would teach courses for Human Development, also within the College of Education & Health & Human Services. It should also be noted that the CBA does allow that if no program exists for tenure-track faculty members to offer, then layoff procedures could potentially be implemented for such faculty. Questions have been raised about whether the Director will be hired as a faculty or MPP position: according to CEHHS Dean Janet Powell, this will be a faculty position.

require substantial office space to accommodate anticipated hires (6 full-time faculty positions plus lecturers by the program's third year of operation, as well as 1 staff support position). The offices will be assigned from within University Hall; a consultative process within CEHHS is currently underway for assigning office spaces for faculty and staff throughout University Hall.³

Staff

The program will require 1 full-time staff support position, to be funded by Extended Learning. While tenure-track faculty members and the assigned Field Director will carry significant advising responsibilities, students' degree advising will be provided by staff within Extended Learning. According to EL's Dean Schroder, 2 full-time staff members from Extended Learning will be available to work with MSW students.

Library

Library database subscriptions have been a matter of ongoing discussion between the program champions and the Library. Research conducted by the Library indicates that a fully-funded program could require up to \$26,000/year in subscription fees (*not* allowing for standard inflationary rate increases). Based on consultation with curriculum consultants from SDSU and further discussions with the Library and the program's faculty champions, Extended Learning has currently budgeted \$12,524/year for the first 5 years of the program,⁴ but this number would need to be revisited after incoming faculty members can be consulted. Library faculty and staff will monitor usage of research materials as well as Inter-Library Loan (ILL) and other assistance requests to evaluate whether/how the subscriptions and support services need to be expanded.

IITS

Per the existing Extended Learning's existing MOU with CSUSM, IITS services are funded by "Direct chargeback for pre-approved services on a billed-quarterly basis (to include both instructional and administrative services)." Also, "Added contract services are paid separately."

Potential Impact on Other Programs: The Department of Sociology expressed concerns that launching an MSW at CSUSM could reduce demand for the existing Master's in Sociological Practice (MASP) degree as well as the B.A. in Sociology if "undergraduates assume a line of progress from an HD B.A. to the MSW" (Memo from SOC). MSW champions responded to a request from SOC that CEHHS make clear "how program leaders and advisers will distinguish the MSW from the MASP degree when they are asked to do so by prospective students" (Memo from SOC). As noted by MSW champions, MSW students will be recruited from a range of undergraduate majors (rather than just HD); the MSW champions also urged collaboration between SOC and MSW to help Undergraduate Advising Services and Career Center staff to understand the difference between the theoretical, research-oriented MASP and the direct practice and clinically-oriented MSW degree (MSW response memo).

³ At BLP's request, CEHH's Dean Powell provided a breakdown of anticipated office space needs across CEHHS and available within University Hall as the building is renovated over the next several years. According to the Dean's office and as reviewed by BLP, the planned renovation of University Hall will result in sufficient office space to house all tenure-track faculty within CEHHS into the next several years. According to Dean Powell, office space for tenure-track and lecturer faculty as well as staff will be allocated through a consultative process to include the entire College.

⁴ Depending on enrollment demand, in Year 2 one or both of the two concentrations will be offered: 1) Behavioral Health; and 2) Children, Youth, and Families. It is anticipated that any optional specializations (and resulting Library subscription needs) will evolve as the first cohorts move through the program and as the program builds out.

Masters of Social Work

Total Units	School (CSU/California)	Length	*Total Cost: Tuition	Per Semester	per unit
63	CSU Chico	2	\$ 16,412.00	\$ 4,103.00	\$ 260.51
60	CSU Dominguez Hill	2	\$ 12,696.00	\$ 3,174.00	\$ 211.60
60	CSU Fullerton	2	\$ 13,476.00	\$ 3,369.00	\$ 224.60
60	CSU Long Beach	2	\$ 13,476.00	\$ 3,369.00	\$ 224.60
63	CSU Northridge	2	\$ 13,860.00	\$ 3,465.00	\$ 220.00
60	CSU Sacramento	2	\$ 10,944.00	\$ 2,736.00	\$ 182.40
60	Humboldt State University	2	\$ 12,696.00	\$ 3,174.00	\$ 211.60
60	San Diego State University	2	\$ 15,688.00	\$ 3,922.00	\$ 261.47
54	San Jose State University	2	\$ 13,476.00	\$ 3,369.00	\$ 249.56
60	UC Berkeley	2	\$ 56,940.00		\$ 949.00
78	Loma Linda University	2	\$ 51,480.00		\$ 660.00
60	USC	2	\$ 85,200.00		\$ 1,420.00
60	Azusa Pacific University	2	\$ 33,600.00		\$ 560.00
	Average 2 year program		\$ 26,918.77		\$ 433.49

Total Units	School (National)	Length	Cost: Tuition		per unit
61	Hawaii Pacific University	2 yrs.	44,835		735
50	University of Denver	1 or 2 yrs.	40,000		800
60	Morgan State University	2 yrs.	24,000		400
71	Boston College	3 or 4 yrs.	63,900		900
60	New Mexico State University	2 or 3 or 4 yrs.	40,020		667
60	Arizona State University	2 or 3 yrs.	36,000		600
60	Millersville University	2 or 4 yrs.	25,200		420
52	Walla Walla University	2yrs.	27,820		535
	Average 2 year program		\$ 37,721.88		\$ 632.13
	Average CSU/CA/National		\$ 33,819.52		\$ 612.26

60	***CSU San Marcos Graduate Tuition		\$ 13,476.00	\$ 3,369.00	\$ 224.60
60	EL MSW		\$ 28,500.00		\$ 475.00

*Total cost of tuition based on 4 academic semesters including summer term

**Most CSU MSW programs are funding by state support

***Tuition based on Fall 2012 Tuition and Fees

*San Marcos will be the only self support 2 year program

1 **UCC Report:**

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3 After careful review and extensive discussion with the originators and among UCC members,
4 UCC approved The Master of Social Work (MSW) Program. The program is a two year, 60 units,
5 and full-time graduate program. It consists of 30 units in the generalist foundation year and 30
6 units in the concentration year. Students will choose one of these two concentrations: Children,
7 Youth, and Families (CYF), or Behavioral Health (BH). Students in either the CYF or BH
8 concentrations may select one optional specialization from one of these two areas: Health Care
9 and Older adults, or Military and Veterans' Services. The MSW program will adhere to the
10 Council on Social Work Education (CSWE) 2008 Educational Policy and Accreditation Standards
11 (EPAS) for assessments and student learning outcomes. To make its graduates to be eligible for
12 licensure as a clinical social worker in California or any other state, the University will apply for
13 MSW program national accreditation by the Commission on Accreditation of the CSWE.
14

15 **Proposed Catalog Language for the**
16 **Master of Social Work:**

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18 The Master of Social Work (MSW) program is designed to develop culturally competent, ethical,
19 and effective professionals for direct social work practice with diverse populations. Students
20 choose from concentrations in Children, Youth and Families, and Behavioral Health, with
21 optional specializations in Healthcare and Older Adults, and Military and Veterans' Services. The
22 MSW program will prepare students for direct practice in public, private, and non-profit agencies
23 and organizations in social services, child welfare services, human services, healthcare, and
24 mental health settings.
25

26 **Mission**

27 The Mission of the Master of Social Work program at California State University San Marcos is
28 to provide an academic and professional education of the highest quality to students seeking to
29 become committed social work professionals engaged in direct social work practice in culturally,
30 economically, and socially diverse rural and urban environments, especially in San Diego and
31 Riverside Counties and the Southern California region. The program's concentrations focus on
32 serving the needs of children, youth, and families, and caring for the behavioral health needs of
33 individuals and families in our communities. Working primarily in public, private, and nonprofit
34 agencies, graduates help culturally-diverse individuals, families, organizations, and communities
35 recognize their strengths, access needed resources, and empower themselves to reach their goals
36 and potential.
37

38 The goals of the MSW program are based on the mission of the MSW program, and are intended
39 to further operationalize the mission. They are applicable to both the foundation and advanced
40 concentration curriculum. These goals are listed below.
41

42 The following eleven program goals are based upon the mission of the MSW program and are
43 consistent and congruent with the Council on Social Work Education (CSWE) Educational
44 Policies 1.0, 1.1, and 1.2.
45

46 **Program Goals:**

- 47 1. To provide a curriculum built on a liberal arts perspective that is evidence-based with an
48 emphasis on critical thinking in the examination, analysis, and communication of relevant
49 information;

- 50 2. To provide a curriculum that is current and relevant regarding social work knowledge, skills,
51 and values required to meet the service needs of the diverse populations of San Diego and
52 Riverside Counties and the Southern California region;
- 53 3. To educate social work professionals for practice in public social service and not-for-profit
54 organizations accountable for responding to societal problems such as poverty, mental illness,
55 family instability, and child abuse;
- 56 4. To educate social work professionals who can assist individuals, families, and groups at
57 various levels of functioning in the accomplishment of self-determined life goals and in the
58 resolution of difficulties and distress through problem solving;
- 59 5. To prepare students to aid and support improved social functioning of individuals, families,
60 and groups, using a range of planned prevention and intervention methods, empowering the
61 recipients of services, minimizing risk factors, and promoting protective factors;
- 62 6. To educate and develop students to understand the impact of racism, sexism, and other forms
63 of oppression and discrimination, and to have the skills to address the social problems that are
64 a result of these forms of oppression;
- 65 7. To prepare students to adhere to the ethical codes and principles set forth by the National
66 Association of Social Workers;
- 67 8. To prepare social work students to understand the role that economic, political, and various
68 social systems contribute to social and economic justice and injustice;
- 69 9. To prepare social work students to be effective and responsive facilitators of change in
70 increasingly complex, and socially, culturally, and racially diverse communities, and reflect
71 the professional social worker's commitment to social justice in a culturally- and
72 economically-diverse environment;
- 73 10. To prepare social work students to develop and use research, knowledge, and skills to support
74 their practice;
- 75 11. To create social workers who are committed to their own continued education because they
76 understand active participation in life-long learning is an important aspect to effective and
77 professional social work practice.

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79 **Student Learning Outcomes:**

80 Upon completion of the MSW program, graduates will demonstrate the following 14 program
81 objectives:

- 82 1. Understand and are committed to the role of social work as a profession, including its values
83 and ethics.
- 84 2. Analyze and apply knowledge of human behavior in the context of social environments from
85 a biopsychosocial strengths-based perspective using applicable theories and research.
- 86 3. Understand, value, and respect multiculturalism, as well as recognize and apply skills and
87 techniques to be agents of change to issues of racism, sexism, homophobia and other forms of
88 oppression, discrimination, and social and economic injustice at the individual, family,
89 organizational, and governmental levels.
- 90 4. Use practice communication skills necessary for effective social work practice with systems
91 of all sizes.
- 92 5. Apply theoretical frameworks that explain individual and family development across the life
93 span, as well as developmental theories that apply to groups, organizations and communities.
- 94 6. Apply knowledge and skills of a generalist social work perspective that is contextually and
95 culturally competent.
- 96 7. Develop and practice intervention techniques that are effective in advancing social and
97 economic justice.
- 98 8. An ability to analyze social welfare policies for their effectiveness in alleviating social
99 problems.

- 100 9. Utilize advocacy and practice techniques for influencing change and strategies that are
101 consistent with social work values and promote social advancement.
102 10. Apply knowledge and skills of advanced social work practice in the specialized areas of
103 Children, Youth and Families and Behavioral Health.
104 11. An ability to evaluate research findings for their contribution to evidence based social work
105 practice.
106 12. Commitment and ability to assess one's own skills and techniques in practice.
107 13. Able to function effectively within the structure of organizations and various service delivery
108 systems, and apply skills and knowledge to facilitate change necessary to promote social
109 work values and ethics.
110 14. Utilize supervision and consultation appropriately.
111

112 **Admission Requirements and Application**

113 Admission into the Master of Social Work program requires an undergraduate degree from an
114 accredited college or university. Computer literacy is expected. The bachelor's degree course of
115 study typically includes a liberal arts foundation and coursework in the social and behavioral
116 sciences. The appropriateness of undergraduate preparation and relevant experience will
117 influence admission to the program.
118

119 Specific admission criteria are:

- 120 • Applicant must meet the general requirements for admission to graduate studies at
121 CSUSM.
- 122 • Overall minimum undergraduate grade point average of 3.0 in the last 60 semester
123 (90 quarter) units completed, and no less than a minimum of a 2.85 overall
124 undergraduate GPA.
- 125 • Completion of an undergraduate course in statistics, preferably in the social and
126 behavioral sciences.
- 127 • TOEFL/TWE if appropriate with a minimum TOEFL score of 550 and a 4.5 on the
128 TWE
- 129 • Submission of a completed MSW program application.
- 130 • One set of official transcripts from college and universities attended with official
131 verification of graduation.
- 132 • A personal statement (500-750 words) stating the applicant's reasons for pursuing the
133 MSW degree, describing the applicant's relevant work/volunteer experience, and
134 demonstrating the applicant's past academic performance. The personal statement
135 must conform to the guidelines as specified in the Admissions Packet.
- 136 • Three letters of recommendation, including at least two academic references for those
137 applicants who have earned their undergraduate degree within three years of applying
138 for the MSW program. Applicants who have earned their undergraduate degree more
139 than three years prior to applying are expected to provide at least one academic
140 reference letter. These three letters of recommendation consist of submitting the
141 Recommender Forms as specified in the Admissions Packet.
142 <http://www.csusm.edu/el/degreeprograms/msw/mswrecommendationform.pdf>.
- 143 • A resume verifying volunteer, internship, or other paid or unpaid experience in social
144 work or human services positions, with preferably 500 or more total service hours in
145 this field.
- 146 • In accordance with Council on Social Work Education (CSWE) standards, the MSW
147 program does not grant academic credit for previous life or work experience.
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149 **Degree Requirements and Courses**

150 The Master of Social Work (MSW) is a two year, 60 units, full-time graduate program. The social
151 work Direct Practice curriculum consists of 30 units in the generalist foundation year and 30 units
152 in the concentration year. Students will choose one of these two concentrations: Children, Youth,
153 and Families (CYF), or Behavioral Health (BH). Students in either the CYF or BH concentrations
154 may select one optional specialization from one of these two areas: Health care and older adults,
155 or military and veterans' services.
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157 Students in the MSW program must maintain a 3.0 minimum GPA to graduate. Any units applied
158 to the MSW program and not earned in residence at CSU San Marcos must have approval by the
159 student's graduate advisor and the MSW Program Director or designee. All requirements for the
160 MSW degree must be completed within five years from starting the MSW coursework. Those
161 students electing to complete a traditional qualitative or quantitative thesis must secure IRB
162 approval, have supervision by a thesis advisor, and successfully complete an oral defense of their
163 thesis. Students not doing a traditional thesis must successfully complete a capstone project,
164 inclusive of a grant proposal, community risk assessment, curriculum development, historical
165 thesis, policy analysis, or agency based project.
166

167 During the program, students will complete 1,000 hours of field experience in local and regional
168 social services or related agencies or organizations. Students must maintain a minimum 3.0 GPA
169 in the MSW program, earn Credit in all Field Instruction courses and Thesis and Capstone
170 Project/ Thesis courses and earn at least a "C" (2.0) in all other required courses.
171

172 **Course of Study**

173 Students in full-time (2 year) attendance will proceed with the graduate
174 coursework in the following manner:
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Year 1: Foundation Year Courses

Fall Semester: 15 Units Spring Semester: 15 Units

MSW 500	MSW 501
MSW 510	MSW 511
MSW 520	MSW 512
MSW 540	MSW 541
MSW 525	MSW 550

Year 2: Concentration Year Courses

Children, Youth, and Families (CYF) Concentration

Fall Semester: 15 units Spring Semester: 15 units

MSW 630A	MSW 631A
MSW 642	MSW 635A
MSW 602	MSW 643
MSW 650	MSW 698
Elective	Elective

Behavioral Health (BH) Concentration

Fall Semester: 15 units Spring Semester: 15 units

MSW 630B	MSW 631B
MSW 642	MSW 635B
MSW 602	MSW 643

MSW 650 MSW 698
MSW 6xx Elective

Students in part-time (3 year) attendance will proceed with the graduate coursework in the following manner:

Year 1: Foundation Course

Fall Semester: 6 units	Spring Semester 6 units	Summer Semester 6 units
MSW 500	MSW 501	MSW 602
MSW 520	MSW 525	Elective

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Year 2: Foundation Course

Fall Semester: 9 units	Spring Semester 9 units	Summer Semester 6 units
MSW 510	MSW 511	MSW 650
MSW 540	MSW 512	Elective
MSW 550	MSW 541	

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Year 3: Concentration Course

Children, Youth, and Families (CYF) Concentration

Fall Semester: 9 units	Spring Semester: 9 units
MSW 630A	MSW 631A
MSW 642	MSW 635A
MSW 698	MSW 643

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Behavioral Health (BH) Concentration

Fall Semester: 9 units	Spring Semester: 9 units
MSW 630B	MSW 631B
MSW 642	MSW 635B
MSW 698	MSW 643

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Advancement to Candidacy

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The student will advance to Master's Degree candidacy upon the completion of 30 semester credit hours of coursework, satisfying the Graduate Writing Assessment Requirement (GWAR), and approval of a Capstone Project/ Thesis proposal by the student's Capstone Project/ Thesis Advisor. The GWAR may be completed either by an acceptable standardized test score for the Analytical Writing subtest of the GMAT or GRE, or a paper(s) that receive(s) a passing score as described in University policies.

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Continuation

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Students must maintain a 3.0 GPA and a grade of at least C in all classes; if the cumulative GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. A student who earns less than a C in any course will be allowed to repeat the course one time with the next cohort. Failure to pass the course a second time with a C or better will provide justification for disqualification from the program. Students may repeat up to two (2) courses in order to meet graduation requirements. Students must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled, or who have a leave of

198 absence of longer than two semesters, must petition the program for continuation. All
199 requirements for the degree must be finished within five years after the beginning of any
200 coursework in the graduate program. The program will disqualify an enrolled student whose
201 academic achievement or field practicum performance does not meet the minimum standards of
202 the social work profession.
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205 New Courses being approved together with the MSW:
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MSW	500	Human Behavior & Social Environment I
MSW	501	Human Behavior & Social Environment II
MSW	510	Generalist Practice I
MSW	511	Generalist Practice II: Individuals, Families & Groups
MSW	512	Generalist Practice III: Organizations and Communities
MSW	520	Social Welfare Policies
MSW	525	Law and Ethics in Social Work
MSW	540	Field Instruction I
MSW	541	Field Instruction II
MSW	550	Research Methods in Social Work
MSW	602	Human Behavior & Social Environment III
MSW	630A	Advanced Direct Practice I: Individuals/CYF
MSW	630B	Advanced Direct Practice I: Individuals/BH
MSW	631A	Advanced Direct Practice II: Groups & Families/CYF
MSW	631B	Advanced Direct Practice II: Groups & Families BH
MSW	635A	Advanced Policy: CYF
MSW	635B	Advanced Policy: BH
MSW	642	Advanced Field Instruction I
MSW	643	Advanced Field Instruction II
MSW	650	Advanced Research Methods in Social Work
MSW	655	Social Work Leadership Practice
MSW	661	Social Work in Health Care
MSW	662	Social Work with Older Adults
MSW	667	Addictions: Assessment and Treatment
MSW	670	Cognitive and Brief Therapies
MSW	671	Direct Practice with Military and Veteran Families
MSW	672	Direct Practice with Military Personnel and Veterans
MSW	690	Selected Topics in Social Work
MSW	695	Capstone Project/Thesis II
MSW	698	Thesis I
MSW	699	Capstone Project/Thesis Extension

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1 FAC: RTP - record of early tenure attempt

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3 *Rationale: Per Janet Powell/Michelle Hunt, current practice is that when a candidate*
4 *withdraws a request for early tenure, or when early tenure is not awarded, no*
5 *documentation of the unsuccessful early tenure request is placed in the PAF. This*
6 *leaves a gap in the file. The reason for not placing the documents of the unsuccessful*
7 *early tenure request was to avoid "prejudice." (Per the CBA and University standards,*
8 *Faculty are allowed to withdraw "without prejudice.") But the problem is that then*
9 *the candidate and reviewers for the subsequent review have no periodic evaluation to*
10 *go on. FAC has consulted with Powell and Hunt, and Hunt has conferred with her peers.*
11 *FAC believes this solution will benefit both the candidate and the reviewers, and voted*
12 *on 2/25/13 to recommend the University RTP Document be changed as follows.*

13
14 IV. RESPONSIBILITIES OF THOSE INVOLVED IN THE REVIEW CYCLE

15
16 A. Responsibilities of the Candidate

17 1. Preparation of the WPAF

- 18 a. Prior to the beginning of the review process, the Candidate shall be
19 responsible for reviewing these procedures, as well as the
20 Department/Unit/College/Library/School/SSP-AR evaluation criteria and
21 review procedures that have been made available, including the CSUSM RTP
22 timetable.
- 23 b. Prior to the beginning of the review process, the Candidate shall be
24 responsible for consulting campus resources relevant to the review process
25 (e.g., the CBA, Academic Affairs, Faculty Center resources and workshops,
26 and colleagues).
- 27 c. Prior to the beginning of the review process, the Candidate shall be
28 responsible for the identification of materials the candidate wishes to be
29 considered and for the submission of such materials as may be accessible to
30 the candidate. (15.12.a)
- 31 d. The Candidate shall be responsible for the organization and
32 comprehensiveness of the WPAF.
- 33 e. If the Candidate is requested to remove any material from the WPAF, the
34 candidate can either remove the material or add explanations to the
35 reflective statement about the relevance of the material.
- 36 f. If the candidate chooses to withdraw a request for early tenure, then the
37 candidate shall notify the Custodian of the File. The COF will then notify all
38 levels and designate the evaluation as a periodic review. Since the standards
39 are different for performance reviews and period evaluations, reviewers
40 would then need to conduct a periodic evaluation of the (same) WPAF. The
41 COF will charge the PRC to initiate the periodic evaluation. The
42 recommendations for the early tenure review shall be withdrawn.
- 43 g. If the candidate is denied, the recommendations will be placed in the PAF.
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