Student Handbook

2014-2015

Master of Social Work Program
College of Education, Health and Human Services

December 30, 2014
# Table of Contents

Preface .......................................................................................................................................... 1  
Welcome from the Department Chair ....................................................................................... 2  
Mission of the CSUSM MSW Program ..................................................................................... 3  
Overview of the MSW Program at California State University San Marcos ......................... 4  
I. CSUSM MSW Program Curriculum, Goals, and Objectives ............................................. 6  
   MSW Program Educational Objectives ............................................................................. 6  
II. MSW Program Faculty and Staff ..................................................................................... 9  
   MSW Program Faculty and Staff Contact Information ................................................. 11  
III. Communication ............................................................................................................... 12  
IV. Registration, Advising, and Continuation Policies ........................................................... 13  
   a. Registration Policy ..................................................................................................... 13  
   b. Advising Policy .......................................................................................................... 13  
   c. Continuation Policy .................................................................................................... 13  
   d. Change in Program Policy ......................................................................................... 14  
   e. Time Limit to Complete Program Policy ................................................................ 15  
V. MSW Program Curriculum .............................................................................................. 15  
   a. MSW Program Curriculum Overview ........................................................................ 15  
   b. Field Practicum .......................................................................................................... 15  
   c. Criminal Record, Background Check and other Related Pre-Field Clearances ......... 16  
   d. Concentrations .......................................................................................................... 16  
   e. Electives .................................................................................................................... 17  
   f. Capstone Project/Thesis ........................................................................................... 17  
VI. MSW Program Course of Study ...................................................................................... 18  
   a. Two-Year Option ....................................................................................................... 18  
   b. Three-year option ...................................................................................................... 18  
VII. Course Catalog Descriptions .......................................................................................... 19  
   a. Foundation Year Courses ......................................................................................... 19  
   b. Common Concentration Year Courses ..................................................................... 21  
   c. Concentration Year Courses - Children, Youth, and Families Concentration ......... 21  
   d. Concentration Year Courses - Behavioral Health Concentration .............................. 22  
   e. Capstone Project/Thesis (6 units) ............................................................................. 22  
   f. Electives .................................................................................................................... 23  
VIII. Policy Regarding Credits............................................................................................... 24  
   a. Advanced Standing Policy ......................................................................................... 24  
   b. Transfer of Courses Taken at Other College/University Policy ................................. 24  
   c. Life and Work Experience Policy ............................................................................... 24  
IX. MSW Degree Requirements ............................................................................................ 25  
   a. Advancement to Candidacy ...................................................................................... 25  
   b. Completion of Culminating Experience ..................................................................... 25  
   c. Master's Thesis/ Project: Submission Guide ............................................................. 25  
   d. Completion of Field Practicum .................................................................................. 25  
   e. Graduate Writing Assessment Requirement ............................................................ 26  
   f. Application for Graduation ......................................................................................... 26
X. Evaluation of Academic Performance ................................................................. 27
   a. Academic Requirements Report (ARR) ............................................................ 27
   b. Academic Evaluation .......................................................................................... 27
   c. Grading Standards for Students in the M.S.W. Degree Program .................... 27
   d. Postponement of Grading ............................................................................... 28
   e. Change in Grade .............................................................................................. 29

XI. Evaluation of Professional Performance ......................................................... 30
   a. Fitness for the Profession ................................................................................. 30

XII. Student Rights and Responsibilities ............................................................... 31
    Standards for Student Conduct .......................................................................... 32
    a. Academic Honesty & Cheating Policy .............................................................. 32
    b. Writing and Plagiarism Policy ......................................................................... 33
    c. Classroom Conduct Policy .............................................................................. 34
    d. Academic Consequences Policy .................................................................... 34
    e. Administrative Sanctions Policy .................................................................... 34
    f. Reporting Procedures for Violations of Student Conduct Policy .................. 35

XIII. Student Representatives and Participation in Governance ............................. 35
     a. Student Organizations .................................................................................... 35
     b. Student Participation in Governance ............................................................ 36

XIV. Policy on Leave of Absence ........................................................................... 36
     Military Leave ..................................................................................................... 37

XV. Protocol for Addressing Student Performance Issues ....................................... 37
     a. Procedures for Resolving Student Performance Issues ............................... 37
     b. Student Coursework Performance Standards and Policies ......................... 37
     c. Fieldwork Performance Standards and Policies ............................................. 37

XVI. Academic Probation, Disqualification, Reinstatement, and Termination Policies 38
     a. Administrative-Academic Probation Policy .................................................... 38
     b. Disqualification Policy ................................................................................... 38
     c. Reinstatement Policy .................................................................................... 40
     d. Policy on Termination from the MSW Program ............................................. 40

XVII. Non Discrimination and Sexual Harassment Policies .................................... 41
     a. University Policy on Non Discrimination ...................................................... 41
     b. Department of Social Work Policy on Non Discrimination ......................... 41
     c. CSU System-wide Policy Prohibiting Discrimination, Harassment, and Retaliation Against Students .......................................................... 42
     d. Department of Social Work Sexual Harassment Policy and Procedures ........ 42
     e. Nondiscrimination Policy regarding Handicap .............................................. 42
     f. Nondiscrimination Policy regarding Race, Color, and National Origin .......... 42
     g. Nondiscrimination Policy regarding Age, Marital Status, Religion, or Sexual Orientation .......................................................... 43
     h. Affirmative Action Policy ............................................................................... 43
     i. Procedures for Addressing Discrimination Complaints ................................ 44
     j. Department of Social Work Sexual Harassment Policy and Procedures ....... 44
     k. Consensual Relationships ............................................................................. 46
Preface

The information in this handbook supplements the University's Catalog and is provided to facilitate your progress through the Master of Social Work program at California State University San Marcos (CSUSM). The contents in this manual correspond to the academic year noted on the front cover. Core MSW requirements will remain consistent throughout the duration of your program; however schedules, curriculum, and some policies and procedures may be adapted and/or revised. Students will be notified by email when updates and/or changes to this manual occur.
Welcome from the Department Chair

Welcome to the Master of Social Work program at California State University, San Marcos! As you embark upon this educational journey realize that, like all who journey, you will get lost at times, prefer some roads over others, and get weary. However, you also will discover new paths, expand your horizons of knowledge, and be stretched beyond your comfort zone in exercising new skills. Faculty, field supervisors, and peers will be your community of supportive fellow travelers. While they may serve as a compass at times, your journey will be distinctively yours. At all times, your clients, whether individuals, couples, groups, families, communities, or organizations, must be the fulcrum of your professional pursuit. This Handbook was created to assist you, as graduate social work students, to successfully navigate through the MSW program. The Handbook includes information about your curriculum, and Department and University policies, procedures, and requirements. It also identifies resources, and explains how your concerns and questions may be resolved. Therefore, it is important for you to become very familiar with the contents of this Handbook.

I wish you many moments of wonder as we travel the adventure of social work graduate education together!

Warmest regards,

Gigi Nordquist

Gigi Nordquist, Ph.D., MSW
Program Director
Mission of the MSW Program

The Mission of the Master of Social Work program at California State University San Marcos is to **provide an academic and professional education of the highest quality to students seeking to become committed social work professionals engaged in direct social work practice in culturally, economically, and socially diverse urban and rural environments, especially in San Diego and Riverside Counties and the Southern California region.**

The MSW Program’s mission and its more specific goals stem from the ethics, values, and tasks of the profession; the mission and policies of the University and the College of Education, Health and Human Services (CEHHS); and the needs of the community it serves. The CSUSM Social Work Program has as its philosophical base a belief in human dignity, respect for the worth of each individual, and a belief in the essential equality of all human beings. The Program’s mission emphasizes the interdependence of people, and the assumption that society carries the responsibility of ensuring provision of basic social needs. This mission provides the overarching principles which guide the Program’s many activities.

The Mission of CSUSM’s MSW program also aligns itself with the mission of the profession as set forth by the National Association of Social Workers (NASW), which states that, “the primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” The mission of social work is also rooted in six core values identified by NASW, which are the foundation of social work’s unique purpose and perspective as a profession:

1. Service
2. Social justice
3. Dignity and worth of the person
4. Importance of human relationships
5. Integrity
6. Competence
Overview of the MSW Program at California State University San Marcos

The MSW program at CSUSM offers both a theoretical and applied curriculum that facilitates students’ awareness of the dynamic relationship between people and their environments, and enhances understanding of how change is possible among even the most marginalized individuals, groups, communities, and systems. Coursework and field experience are integrated so that students develop practice behaviors from a knowledge base guided by theoretical and evidence-based humanistic, sociological, psychological, spiritual, and biological perspectives grounded in a professional code of values and ethics. The curriculum also emphasizes the role of social policy and law and ethics as they relate to the provision of social services on both a micro and macro level.

The MSW program field education component offers students opportunities to: engage with a diverse range of populations and cultures; facilitate their awareness of the unique, distinct factors specific to a culture, community, or individual (which may include biological, psychological, familial, social, historical, economic, and spiritual traditions and influences); and, emphasize diversity through examination of distinct developmental trajectories among individuals and groups from majority and minority cultures that either facilitate or obstruct overall well-being and bio-psycho-social functioning.

Empowerment, advocacy, compassion, partnership, and social justice are the core values that support the foundation for learning and development of social work competencies at CSUSM. The program prepares students for advanced generalist social work practice within a multicultural paradigm that emphasizes collaborative approaches among clients, social workers, and communities. Through a micro systems approach to helping that is strengths-based and ecologically centered, the program educates social workers to facilitate empowerment of individuals, families, and groups to achieve a higher level of functioning. From a macro systems perspective, the department, in collaboration with local agencies, provides opportunities for students to engage in activities that alleviate social injustice and advocate on behalf of clients to bring about systems reform.

The strengths-based paradigm has become a foundational tenet of social work, and provides a structure for the development of the program’s focus of generalist practice. Strengths-based social work emphasizes people’s self-determination, inner strengths, and resources. Practicing from a strengths orientation is defined by practicing social work so that ‘everything you do will be predicated, in some way, on helping to discover and embellish, explore and exploit clients’ strengths and resources in the service of assisting them to achieve their goals, realize their dreams, and shed the irons of their own inhibitions and misgivings, and society’s domination” (Saleeby, 2013). Strengths-based practice, as taught within the MSW program at CSUSM, focuses student awareness on how to be involved in strategies aimed at changing the social environments of clients. These strategies include advocacy, empowerment, policy development, and change implementation.
The ecological framework brings attention to the reciprocal influence between social environments and the individuals therein. This model emphasizes the goodness of fit between the person and the environment, and on improving the level of fit between person and environment. From an holistic perspective, individuals (including their biological, cognitive, emotional, and social processes) and their environments can only be understood by observing their reciprocal relationships. Furthermore, the continual flow of influence between and among individuals, families, and groups always occurs in a cultural context. In providing services to individuals, families, and groups, the social worker “releases the potential for growth and satisfactory social functioning of individuals, families, and groups while increasing the responsiveness of their environments to address people’s needs, rights, and aspirations” (Gitterman & Germain, 2013). Because these theories emphasize the interdependence of organism and environment, they are integrated throughout the MSW curriculum at CSUSM to reflect the profession’s commitment to supporting human growth, health, and satisfaction in social functioning.

A commitment to human rights and social justice across systems levels are the underlying values embedded in the program’s curriculum in both the classroom and the field. Key social justice concepts taught across the curriculum include: 1) promoting human rights; 2) client empowerment; 3) challenging oppression and discrimination; 4) working to promote equal or fair distribution of resources; and, 5) multicultural competence. The program emphasizes the responsibility of social workers to work toward co-creating a just society by helping to: strengthen individual bio-psycho-social functioning; alleviate oppression among marginalized groups; and, create structural and social processes that honor basic human rights, and obtain and distribute resources equitably.
I. CSUSM MSW Program Curriculum, Goals, and Objectives

The curriculum has been developed to provide students with knowledge, values, and skills that reflect the core competencies of the social work profession. In the advanced year of study, students identify an area of concentrated practice: Children, Youth, and Families; or Behavioral Health.

The following MSW program goals further operationalize the mission of the MSW program:

1. To provide social work practitioners equipped with relevant research, knowledge, skills, and ethical values to meet the diverse social service needs in San Diego and Riverside Counties.

2. To prepare students for evidence-based practice in private, public, and nonprofit organizations that respond to social problems including poverty, mental illness, child abuse, and family instability.

3. To provide practitioners who have the prevention and intervention skills necessary to assist individuals, families, and groups to achieve life goals and resolve distress.

4. To prepare students who understand the impact of racism, sexism, and other forms of oppression and discrimination; and who have the skills to address the social problems resulting from these forms of oppression.

5. To prepare students who understand the role that economic, political, and social systems render to social and economic justice and injustice.

6. To provide practitioners who are effective change agents committed to social justice and life-long learning in increasingly complex culturally, economically, racially, and socially diverse communities.

The goals above are developed from specific educational objectives for MSW programs which ensure that graduates master competencies set forth by the Council on Social Work Education (CSWE) in their 2008 Educational Policy and Accreditation Standards (EPAS). Specifically, CSUSM MSW graduates will have the knowledge, skills, and values to:

1) Identify as a professional social worker and conduct oneself accordingly.
   - Social workers advocate for client access to the services of social work;
   - Practice personal reflection and self-correction to assure continual professional development;
   - Attend to professional roles and boundaries;
   - Demonstrate professional demeanor in behavior, appearance, and communication; and,
   - Engage in career-long learning; and use supervision and consultation.
2) **Apply social work ethical principles to guide professional practice.**
- Social workers recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the NASW Code of Ethics;
- Tolerate ambiguity in resolving ethical conflicts; and,
- Apply strategies of ethical reasoning to arrive at principled decisions.

3) **Apply critical thinking to inform and communicate professional judgments.**
- Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation; and,
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4) **Engage diversity and difference in practice.**
- Social workers recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and,
- View themselves as learners and engage those with whom they work as informants.

5) **Advance human rights and social and economic justice.**
- Social workers understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and,
- Engage in practices that advance social and economic justice.

6) **Engage in research-informed practice and practice-informed research.**
- Social workers use practice experience to inform scientific inquiry; and,
- Use research evidence to inform practice.

7) **Apply knowledge of human behavior and the social environment.**
- Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and,
- Critique and apply knowledge to understand person and environment.

8) **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
- Analyze, formulate, and advocate for policies that advance social well-being; and,
- Collaborate with colleagues and clients for effective policy action.
9) **Respond to contexts that shape practice.**
- *Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and,*
- *Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.*

10) **Demonstrate Skill in:**
   a. **Engagement**
   - *Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;*
   - *Use empathy and other interpersonal skills; and,*
   - *Develop a mutually agreed-on focus of work and desired outcomes.*

   b. **Assessment**
   - *Social workers collect, organize, and interpret client data;*
   - *Assess client strengths and limitations;*
   - *Develop mutually agreed-on intervention goals and objectives; and,*
   - *Select appropriate intervention strategies.*

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

   d. **Evaluation**
   - *Social workers critically analyze, monitor, and evaluate their interventions.*
II. MSW Program Faculty and Staff

Gigi Nordquist, Ph.D. - Program Director. Dr. Nordquist earned her MSW from the CSWE-accredited MSW program at California State University, Long Beach, and her Ph.D. in Social Welfare from Case Western Reserve University. Dr. Nordquist previously taught at CSU Long Beach, CSU Fullerton, and CSU Bakersfield. Her post-master's social work practice experience is in adult outpatient mental health, and in program administration. Dr. Nordquist previously taught HBSE, generalist and advanced practice, research methods, and electives in critical thinking and human sexuality. Her research interests include disparities in health care services, bioethics, and mental health.

Jeannine E. Guarino, LCSW - Director of Field Education. Professor Guarino earned her Master in Social Welfare from the University of California, Berkeley. She holds a clinical license in social work (LCSW), and possesses over 12 years post-masters social work experience providing clinical and case management services to a range of populations including severe and persistent mentally ill and dually diagnosed individuals, homeless adults, children and families, and at-risk youth and adolescents. Her administrative social work experience includes non-profit social service management; grant writing and program evaluation; and oversight and administration of federal, state, and local contracts.

Jacky Thomas, Ph.D., LCSW, MSW - Dr. Thomas received both her MSW and PhD degree from the University of Kentucky. She is a Licensed Clinical Social Worker, and has over 25 years of clinical practice experience in community mental health, hospital, residential care, employee assistance, and private practice settings. For the past seven years, Dr. Thomas has been a full-time faculty member at the University of Kentucky and Eastern Kentucky University. Her research interests focus on professional wellness and resilience, empathy, and the application of mindfulness practice in social work education and social work practice.

Madeline Y. Lee, Ph.D., MSSW - Dr. Lee earned her Master of Science in Social Work from Columbia University, and her Ph.D. from the George Warren Brown School of Social Work at Washington University in St. Louis, where she was a National Institute of Mental Health Pre-Doctoral and Post-Doctoral Fellow. Inspired by her practice experiences, Dr. Lee’s broad research interest is in improving services for vulnerable children and families involved in the intersection of the mental health, child welfare, and special education systems.

Leandro Galaz, MSW, PPS - Professor Galaz earned his MSW degree from San Diego State University, and his administrative credential in educational leadership from California State University San Marcos. He is a credentialed school counselor (PPS, 2005), and has spent the majority of his career working as a secondary school counselor with a focus on students’ academic and personal/social needs. He started his career in social work working directly with people with developmental disabilities, both as a behavior therapist and a case manager, and has over 10 years of post-
master’s experience. Mr. Galaz specializes in community change, specifically working on closing the achievement gap in education through changing community culture.

**Part-time Faculty**

Payal Beam, LCSW - Professor Beam earned her Master's in Social Work at Syracuse University in Syracuse, NY. She holds a clinical social work license (LCSW), and possesses over 12 years practice experience working with a range of populations including severe and persistent mentally ill and dually diagnosed individuals, homeless adults, severely emotionally disturbed adolescents, and at-risk youth and families. Ms. Beam is currently working as a program manager with a local non-profit agency. Her administrative social work experience includes non-profit social service management, contract re-procurement, and oversight and administration of state and county funded contracts.

Joseph Costello, LCSW - Professor Costello earned his Master of Social Work degree from the University of Southern California. He is a Licensed Clinical Social Worker, and a Certified Substance Abuse Counselor in the State of Hawaii. He has experience as a substance abuse counselor and in a teen care program; and is currently the team leader of the San Marcos Veterans Center. Mr. Costello has been employed by the Department of Veterans Affairs since June 1994. His military career includes 8 years of active duty with the United States Navy. After 9/11, Mr. Costello returned to military service and became an Army reserve paratrooper. He was called to active duty in support of Operation Enduring Freedom and was awarded the Bronze Star Medal, Afghanistan Campaign Medal, and Combat Action Badge.

Lisa Cole-Jones, MSW, JD - Professor Cole Jones holds both a Masters in Social Work from San Diego State University and a Juris Doctorate from California Western School of Law. Her experience includes working as a public defender in family dependency hearings, providing advocacy in a local non-profit community collaborative, and providing legal assistance for the National Conflict Resolution Center.

Kathy Fuller, Ph.D. - Dr. Fuller received her Ph.D. from UCLA in Psychological Studies of Education. She has spent years studying how the brain functions during the learning process, and how best to support this process for individual students with and without special needs. Her research interests include alternative therapies that support individuals with disabilities, as well as best practices for training teachers. Dr. Fuller teaches research methods in the MSW program at CSUSM.

Dawn Gibbons-McWayne, LCSW, MSW - Professor Gibbons-McWayne earned her Master of Social Work from California State University, Long Beach. She is a Licensed Clinical Social Worker with nearly 20 years’ experience working with older adults, adults with disabilities, and their families. Her areas of specialization include elder and dependent adult abuse, administrative social work, and social work leadership. Ms. Gibbons-McWayne is currently a supervisor with the County of San Diego’s Adult Protective Services program, where she has worked for the last 13 years.
Mitch Gluck, MSW - Professor Gluck earned his MSW from Arizona State University, and taught at the University of Arizona and Pima Community College. He is a licensed clinical social worker with over 35 years of post-master’s practice experience in community mental health, in both psychiatric hospital inpatient and outpatient settings. Mr. Gluck’s experience spans direct clinical practice as well as community and hospital administration. He is currently the Assistant Hospital Administrator for the San Diego County Psychiatric Hospital, with primary responsibility for quality management, risk management, regulatory affairs, and oversight of multiple departments including social work.

Michelle Jensen, MSW, JD - Professor Jensen holds both a Masters in Social Work from San Diego State University and a Juris Doctorate from California Western School of Law, with a specialization in Child, Family, and Elder Law. Professor Jensen’s experience includes program development and management of a family conflict resolution model for families experiencing divorce, education on legal aspects related to caregiver adoptions for foster families, and direct clinical practice with victims of domestic violence.

Randy Kasper, LCSW, MSW, BCD - Professor Kasper earned her MSW from the University of Houston. She is a Licensed Clinical Social Worker with over two decades of post-master's social work experience in hospital-based programs addressing addiction and family issues, domestic violence, and employee assistance in Houston, New York, and California. Ms. Kasper also teaches at Cal State Dominguez Hills' Graduate School of Social Work, and at Alliant International University. She remains active in clinical social work by maintaining a private practice and supervising new clinicians.

Nick Mortaloni, LCSW - Professor Mortaloni earned his Masters in Social Work from the University of Southern California. He holds a clinical license (LCSW) and possesses extensive direct practice experience working in both County Child Welfare settings and non-profit outpatient settings for at-risk youth and families. Professor Mortaloni also has experience in non-profit program management, curriculum and program development in trauma-informed interventions, and training and supervision of MSW interns.

Jessica Wilson - Administrative Coordinator. Ms. Wilson joined CSUSM in 2014, and provides administrative support to both faculty and students in the MSW program.

**MSW Program Faculty and Staff Contact Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gigi Nordquist</td>
<td>UH 311</td>
<td>760-750-7376</td>
<td><a href="mailto:giginord@csusm.edu">giginord@csusm.edu</a></td>
</tr>
<tr>
<td>Jeannine Guarino</td>
<td>UH 313</td>
<td>760-750-7378</td>
<td><a href="mailto:jguarino@csusm.edu">jguarino@csusm.edu</a></td>
</tr>
<tr>
<td>Leandro Galaz</td>
<td>UH 327</td>
<td>760-750-7372</td>
<td><a href="mailto:lgalaz@csusm.edu">lgalaz@csusm.edu</a></td>
</tr>
<tr>
<td>Madeline Lee</td>
<td>UH 315</td>
<td>760-750-7380</td>
<td><a href="mailto:mlee@csusm.edu">mlee@csusm.edu</a></td>
</tr>
<tr>
<td>Jacky Thomas</td>
<td>UH 309</td>
<td>760-750-7377</td>
<td><a href="mailto:jthomas@csusm.edu">jthomas@csusm.edu</a></td>
</tr>
</tbody>
</table>
III. Communication

All students are required to have a CSUSM email account. Email is the Department’s primary method for communicating with students. Important information about registration, graduation, scholarships, and more will be sent to your CSUSM email address. For information on how to obtain your CSUSM email account contact the MSW Program Administrative Coordinator, Jessica Wilson, at jewilson@csusm.edu. Since email is the most frequently used way that the Department communicates, it is important for students to check their CSUSM e-mail frequently.

Students are advised to keep a file with important memos and documents pertaining to the graduate program. Students may also receive letters or memos from University Admissions and the Associate Dean’s Office. It is extremely important to keep a personal file of all official actions regarding status in the graduate program; all copies of documents sent by the Department, College, or University Admissions; all grade reports; all important memos regarding requirements, curriculum, fieldwork, due dates, etc. Each student is responsible for ensuring they are meeting program requirements and for keeping records of their progress.

The University Catalog, available online or at the bookstore, is also an invaluable source of information for students. It contains all the rules and regulations regarding graduate study that students should know. Policies and procedures regarding withdrawals, probation, grading policies, and Social Work Department curriculum requirements are explained. The Catalog is considered an official document regarding academic requirements. Students may also wish to purchase the CSUSM Schedule of Classes for more information on registration, graduation, etc.

Student addresses, telephone numbers, and email addresses should be kept updated through the MSW Program Administrative Coordinator, Jessica Wilson, at jewilson@csusm.edu.
IV. Registration, Advising, and Continuation Policies

a. Registration Policy

Students are responsible for ensuring correct registration for all classes. The course sequence outlined in this graduate handbook is the student's guide for each semester's registration. A student who is not properly registered must submit a Request to Late Add Form, signed by the Department Director. The Department Director has the right to deny late add requests. If this happens, the student may be asked to take a one year leave of absence since classes are taken as a cohort, and may only be offered once each year. Thus, it is in the student's best interest to verify enrollment in each class before the Add/Drop deadline.

b. Advising Policy

At the beginning of the school year, all students are assigned to an academic advisor. MSW faculty serve as academic and professional advisors to students, help them understand program policies and procedures, assist them in exploring their interests, and help them determine which electives and practicum settings best fit with their career goals.

Students are required to meet with their advisor at the beginning of each semester, and may meet as needed throughout the program to discuss progress and/or concerns related to coursework or field practicum.

If a student is placed on academic probation (due to falling below the minimum 3.0 GPA), the University's Office of Graduate Studies contacts the MSW Program Director, who immediately notifies the student's advisor. The advisor will then notify, and work with, the student to develop a remediation plan.

If a student wishes to change advisors, s/he may do so by making a formal request in writing to the Department Director, who makes the final decision about changing academic advisors.

c. Continuation Policy

University Graduate Studies Policy
Graduate students must be continuously enrolled in the program unless an authorized Request for Graduate Student Leave of Absence has been granted by the program and filed with the Office of Registration and Records. No more than two (2) semesters can be excused through authorized leaves of absence. Students who do not maintain continuous enrollment are dropped from the MSW program, and must reapply to the University and the MSW program to be considered for reinstatement.
**MSW Program Policy on Grades**

Students must maintain a GPA of 3.0 and a grade of at least C in all classes. If a student’s cumulative GPA falls below 3.0 in any given semester, s/he will be placed on academic probation by the University. If a student’s GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. Students must also receive a grade of “Credit” each semester in order to successfully complete the field practicum course (seminar and field practicum). Students who do not receive a grade of “Credit” in their field practicum must repeat the entire field practicum course (seminar & field practicum) for each semester(s) in which they received a grade of “No Credit”.

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. In order to meet graduation requirements, students may only repeat a maximum of two courses. Students must be continuously enrolled in the program unless they apply for a leave of absence. Students who are not continuously enrolled, or who have a leave of absence longer than two semesters, must petition the program for continuation. All requirements for the degree must be finished within five years from the beginning of any coursework in the graduate program. The program will disqualify an enrolled student whose academic achievement or field practicum performance does not meet the minimum standards of the social work profession.

d. **Change in Concentration/Program Policy**

Students are responsible for completing the specific courses listed in MyCSUSM associated with their designated concentration. Students are placed in their concentrations after being admitted as a result of declared student interest, space availability, and program needs. Upon admission, students are guaranteed a place in either the two or three year program, within an assigned concentration.

Please be aware of the following policies related to concentration change and 2-year/3-year status change:

a. It is the policy of the MSW Program at CSUSM not to allow changes in concentration once students have enrolled in courses. In extraordinary circumstances, students wishing to change their concentration must complete a Graduate Program Adjustment Petition and submit it to Department Director. The Graduate Program Adjustment Petition may be found in Graduate Student Central. Concentration change requests will not be considered if they are turned in later than the end of the second week of classes during the FIRST year of the student’s initial program start date. Please note that students are NOT guaranteed a concentration change once they have been admitted into the program. Requests will be considered on a space available and a program need basis.
b. Students are not permitted to change from their two or three year program status once admitted. Under extraordinary circumstances (e.g., serious illness; poor academic performance), students in the full-time (2 year) program may be allowed to transfer into the part-time (3 year) program by petitioning the Program Director for an exception to this policy. Requests will be considered individually, and exceptions made based on student need, space availability, and program resources. Students in the part-time (3 year) program are not allowed to transfer into the full-time (2 year) program once courses begin, due to the unique sequencing of courses in a cohort model.

e. Time Limit to Complete Program Policy

Requirements for the master's degree are to be finished within five (5) years following admission as a Conditionally Classified or Classified graduate student at CSUSM. Authorized leaves of absence do not extend the time limit for completion of the master's degree.

V. MSW Program Curriculum

a. MSW Program Curriculum Overview

The Master of Social Work degree program (MSW) is a 60 unit graduate program that may be completed in either two full-time or three (part-time) years. The social work curriculum for full-time (2 year) students consists of 30 units in the generalist foundation year, and 30 units in the advanced concentration year. In addition to coursework, students participate in field practicum for a total of four semesters. Students choose one of two concentrations for their advanced year: either Children, Youth, and Families (CYF); or Behavioral Health (BH).

The part-time (3 year) curriculum consists of 18 units of course work during the first year, including courses taken in the summer. In the second year, students take 24 units (again, including summer courses). In the third year students take 18 units (with no summer classes) and complete the advanced concentration courses they began earlier in the program. In both the second and third year of the part-time program, students are placed in two semester-long field internships during the academic year.

b. Field Practicum

Students in the full-time program participate in field internship each of the 4 semesters of their MSW program. Students in the 3 year program participate in field internship during the last 2 years of their program, also for a total of 4 semesters. Students are required to complete 496 hours of field practicum in their first year and 628 hours in their second year, for a total of 1124 hours of field practicum. In Year 1, students must complete two full days (16 hours) of field internship each week of the 15 week semester. In year 2, students must complete 20 hours of field internship each week of
the 15 week semester. Students in the 3 year program complete the same number of hours as full time students, but do not begin field education until Year 2, as noted above. Please refer to the CSUSM Field Education Manual for a detailed description of all field seminar coursework, the field calendar, and field policies.

c. Criminal Record, Background Check and other Related Pre-Field Clearances

Please be aware that applicants for admission to the MSW program need to disclose any and all prior criminal records, even if expunged, as part of their application materials. Students accepted into the program who have a record of arrests, convictions, or nolo contendere pleadings are hereby advised that a criminal record may preclude field placements in some agencies, eligibility for some stipend programs, and/or the ability to successfully complete the MSW degree (due to the inability to be placed into a field internship). Finally, prospective students with a criminal record should be aware that they may experience difficulty in obtaining employment, even if they successfully complete the MSW degree.

d. Concentrations

Children, Youth, and Families (CYF)

The Children, Youth, and Families advanced concentration curriculum provides students with opportunities to increase their scope and depth of knowledge, values, and skills for social work practice with children, youth, and families at the individual, group, community, and broader socio-political levels. CYF focuses on prevention, crisis intervention, and treatment with children, youth, and families, with a bandwidth much larger than just public child welfare.

The CYF concentration focuses on a myriad of issues impacting diverse family systems including, but not limited to, substance abuse, domestic violence, incarceration, and child abuse and neglect. Students in the CYF concentration are prepared to practice in a variety of settings, including school-based services, mental health, physical health, and corrections. The CYF concentration also prepares students to address issues related to in public child welfare programs such as child protection, foster care placement, and adoption. These courses also prepare students to practice in non-child welfare settings such as school-based services, and in major public service systems including mental health, physical health, and corrections. Special populations of focus in the CYF concentration include indigenous and native populations, and displaced peoples such as the homeless, refugees, and immigrants.

Behavioral Health (BH)

The Behavioral Health advanced concentration curriculum focuses on the promotion of health and prevention of health disparities among vulnerable populations. The advanced curriculum provides students with opportunities to expand their scope and depth of knowledge, values, and skills for holistic social work practice with individuals
facing physical, mental, emotional and/or spiritual health challenges. This integrative curriculum, grounded in the ecological framework, exposes students to mind, body, and spirit perspectives for working with diverse populations within community and institutional settings.

Utilizing a risk and resiliency framework, special populations of focus in the Behavioral Health concentration include, but are not limited to, military personnel, veterans, and their families; and other individuals who are impacted by life altering events that may include interpersonal and community violence, substance abuse, and displacement.

e. Electives

Students take 6 units of electives during the program (2 courses). Elective topics may vary; currently, they include such subject areas as: health care, addictions, cognitive and brief therapies, leadership practice, and working with military and veteran families or older adults.

f. Capstone Project/Thesis

All students are required to complete either a capstone project or a thesis. Students who elect to complete a traditional qualitative or quantitative thesis must secure IRB approval, be supervised by a thesis advisor, and successfully complete an oral defense of their thesis. Students may also complete a capstone project, inclusive of, but not limited to, options such as a grant proposal, community risk assessment, curriculum development, historical thesis, policy analysis, or agency based project. Students who complete a project must also be supervised by a project advisor, and successfully complete an oral defense of their project. In some cases, capstone projects may also need to be approved by the University’s IRB committee.

The Kellogg Library has created a Master’s Thesis, Project or Dissertation Submission Guide, which can be found on their website, at http://biblio.csusm.edu/guides/subject-guide/193-CSUSM-ETD-Submission-Guide/. This document provides step-by-step guidance on how to submit a thesis or project.

Additional information about capstone projects/theses may be found later in this handbook; at http://www.csusm.edu/gsr/graduatestudies/completion.html; or in the University's Graduate Student Handbook.
VI. MSW Program Course of Study

a. Two-year Option

Students in the two-year program will proceed with their graduate coursework in the following sequence:

Year 1: Foundation Year Courses

<table>
<thead>
<tr>
<th>Fall Semester: 15 Units</th>
<th>Spring Semester: 15 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW 500</td>
<td>MSW 501</td>
</tr>
<tr>
<td>MSW 510</td>
<td>MSW 511</td>
</tr>
<tr>
<td>MSW 520</td>
<td>MSW 512</td>
</tr>
<tr>
<td>MSW 525</td>
<td>MSW 541</td>
</tr>
<tr>
<td>MSW 540</td>
<td>MSW 550</td>
</tr>
</tbody>
</table>

Year 2: Concentration Year Courses

Children, Youth, and Families (CYF) Concentration

<table>
<thead>
<tr>
<th>Fall Semester: 15 Units</th>
<th>Spring Semester: 15 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW 602</td>
<td>MSW 631A</td>
</tr>
<tr>
<td>MSW 630A</td>
<td>MSW 635A</td>
</tr>
<tr>
<td>MSW 642</td>
<td>MSW 643</td>
</tr>
<tr>
<td>MSW 650</td>
<td>MSW 695</td>
</tr>
<tr>
<td>Elective or 698</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Behavioral Health (BH) Concentration

<table>
<thead>
<tr>
<th>Fall Semester: 15 Units</th>
<th>Spring Semester: 15 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW 602</td>
<td>MSW 631B</td>
</tr>
<tr>
<td>MSW 630B</td>
<td>MSW 635B</td>
</tr>
<tr>
<td>MSW 642</td>
<td>MSW 643</td>
</tr>
<tr>
<td>MSW 650</td>
<td>MSW 695</td>
</tr>
<tr>
<td>Elective or 698</td>
<td>Elective</td>
</tr>
</tbody>
</table>

b. Three-year Option

Students in the three-year program will proceed with the graduate coursework in the following sequence:

Year 1:

<table>
<thead>
<tr>
<th>Fall Semester: 6 Units</th>
<th>Spring Semester: 6 Units</th>
<th>Summer Semester: 6 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW 500</td>
<td>MSW 501</td>
<td>MSW 602</td>
</tr>
<tr>
<td>MSW 520</td>
<td>MSW 525</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Year 2:

<table>
<thead>
<tr>
<th>Fall Semester: 9 Units</th>
<th>Spring Semester: 9 Units</th>
<th>Summer Semester: 6 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW 510</td>
<td>MSW 511</td>
<td>MSW 650</td>
</tr>
<tr>
<td>MSW 540</td>
<td>MSW 512</td>
<td>Elective or 698</td>
</tr>
<tr>
<td>MSW 550</td>
<td>MSW 541</td>
<td></td>
</tr>
</tbody>
</table>

Year 3: Concentration Courses

Children, Youth, and Families (CYF) Concentration

<table>
<thead>
<tr>
<th>Fall Semester: 9 Units</th>
<th>Spring Semester: 9 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW 630A</td>
<td>MSW 631A</td>
</tr>
<tr>
<td>MSW 642</td>
<td>MSW 635A</td>
</tr>
<tr>
<td>MSW 695</td>
<td>MSW 643</td>
</tr>
</tbody>
</table>

Behavioral Health (BH) Concentration

<table>
<thead>
<tr>
<th>Fall Semester: 9 Units</th>
<th>Spring Semester: 9 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW 630B</td>
<td>MSW 631B</td>
</tr>
<tr>
<td>MSW 642</td>
<td>MSW 635B</td>
</tr>
<tr>
<td>MSW 695</td>
<td>MSW 643</td>
</tr>
</tbody>
</table>

VII. Course Catalog Descriptions

a. Foundation Year Courses (30 Units)

**MSW 500 Human Behavior & Social Environment I (3)** Human development across the lifespan. Multiple lifespan theoretical perspectives, including psychodynamic, cognitive, psychosocial, systems, and ecological theories. Emphasis on the application of these theories to social work practice. Impact of human diversity on lifespan development from prenatal through adolescence.  
*Prerequisite: Admission to MSW Program. Enrollment restricted to students enrolled in the Master of Social Work program.*

**MSW 501 Human Behavior & Social Environment II (3)** Human development across the lifespan. Multiple lifespan theoretical perspectives, including psychodynamic, cognitive, psychosocial, systems, and ecological theories. Emphasis on the application of these theories to social work practice. Impact of human diversity on lifespan development from young adulthood through later adulthood.  
*Prerequisite: MSW 500. Enrollment restricted to students enrolled in the Master of Social Work program.*

**MSW 510 Generalist Practice I (3)** Generalist social work practice with individuals, families, groups, organizations, and communities. Foundational knowledge, values,
principles, and skills. Evidence-based practice and multicultural contexts. **Corequisite:** MSW 540. **Enrollment restricted to students enrolled in the Master of Social Work program.**

**MSW 511 Generalist Practice II: Individuals, Families, & Groups (3)** Direct social work practice with individuals, families, and groups. Emphasis on direct practice with multi-culturally diverse clients, use of DSM-5, group process, evidence-based practice, and self-monitoring skills. **Prerequisite:** MSW 510. **Corequisite:** MSW 541. **Enrollment restricted to students enrolled in the Master of Social Work program.**

**MSW 512 Generalist Practice III: Organizations and Communities (3)** Social work intervention in organizational and community practice. Encompasses the knowledge and skills of working with organizations and communities to promote social and economic justice, sustainable services and programs, and evidence-based practice. **Prerequisite:** MSW 510. **Enrollment restricted to students enrolled in the Master of Social Work program.**

**MSW 520 Social Welfare Policy (3)** Social welfare policies and services in the United States; analysis of diverse social, political, and economic assumptions underlying the social welfare system; and the role of the social work profession in developing social policy, addressing social problems, and advancing social and economic justice. **Enrollment restricted to students enrolled in the Master of Social Work program.**

**MSW 525 Law and Ethics in Social Work (3)** Survey of laws pertaining to social work. Examines social work ethics and values. Intersection of these laws, ethics, and values within a framework of culturally competent social work practice and social justice. **Enrollment restricted to students enrolled in the Master of Social Work program.**

**MSW 540 Field Instruction I (3)** Supervised field practicum in a social services or related agency developing basic micro, mezzo, and macro skills with an emphasis on culturally competent social work practice. A weekly in-class field seminar accompanies the 16-hour weekly supervised field practicum. First course of a foundation level two semester field sequence. **Graded Credit/ No Credit. Corequisite:** Enrollment in MSW 510. **Enrollment restricted to students enrolled in the Master of Social Work program.**

**MSW 541 Field Instruction II (3)** Supervised field practicum in a social services or related agency developing basic micro, mezzo, and macro skills with an emphasis on culturally competent social work practice. A weekly in-class field seminar accompanies the 16-hour weekly supervised field practicum. Second course of a foundation two-semester sequence. **Graded Credit/ No Credit. Prerequisite:** MSW 540. **Corequisite:** Enrollment in MSW 511. **Enrollment restricted to students enrolled in the Master of Social Work program.**

**MSW 550 Research Methods in Social Work I (3)** Introduction to research methods in social work and the relationship between social work research and practice. Design research studies and evaluate the evidence-base of social work interventions.
b. Common Concentration Year Courses (12 units)

**MSW 602 Human Behavior & Social Environment III** (3) Assessment of psychopathology across the life span. Developing diagnostic skills with the DSM-5 system. Understanding DSM-5 criteria within a culturally relevant, resiliency, and strengths-based social work perspective. Social worker’s role in the use of psychopharmacology. Focus varies by CYF or BH concentration. **Prerequisite: MSW 501. Enrollment restricted to students enrolled in the Master of Social Work program.**

**MSW 642 Advanced Field Instruction I** (3) First course of a two semester advanced field seminar and concurrent field practicum with an emphasis on culturally competent advanced social work practice within a specialized concentration. The course integrates a field seminar on campus with 20 hours of weekly supervised field practicum (292 hours total). **Graded CR/NC. Prerequisite: MSW 541. Corequisite: Concurrent enrollment in MSW 630A for CYF concentration, or MSW 630B for BH concentration. Enrollment restricted to students enrolled in the Master of Social Work program.**

**MSW 643 Advanced Field Instruction II** (3) Second course of a two-semester advanced field seminar and concurrent field practicum with an emphasis on culturally competent, advanced social work practice within a specialized concentration. The course integrates a field seminar on campus with 20 hours of weekly supervised field practicum (336 hours total). **Graded CR/NC. Prerequisite: MSW 642. Corequisite: Concurrent enrollment in MSW 631A for CYF concentration, or MSW 631B for BH concentration. Enrollment restricted to students enrolled in the Master of Social Work program.**

**MSW 650 Advanced Research Methods in Social Work** (3) Second course in research methods in social work. Qualitative and quantitative data analytic techniques, program evaluation, and grant writing. Emphasis on multicultural research skills. **Prerequisite: MSW 550 and completion of 30 MSW units with a minimum cumulative GPA of 3.0, and advancement to candidacy. Enrollment restricted to students enrolled in the Master of Social Work program.**

c. Concentration Year Courses – Children, Youth, and Families Concentration (9 units)

**MSW 630A Advanced Direct Practice I: Individuals /CYF** (3) Direct practice with children, youth, and families, related to individual functioning and interpersonal interactions. Various theoretical approaches. Ecological systems framework with additional focus on multicultural issues. **Prerequisite: MSW 511. Corequisite: MSW 642. Enrollment restricted to students enrolled in the Master of Social Work program.**
MSW 631A Advanced Direct Practice II: Groups & Families /CYF (3) Advanced direct practice skills for working with individuals, families, and groups in children, youth, and families settings. Family and group treatment models. Assessments and interventions with an emphasis on cultural competency. Prerequisites: MSW 630A. Corequisite: MSW 643. Enrollment restricted to students enrolled in the Master of Social Work program.

MSW 635A Advanced Policy: CYF (3) Social welfare policy for children, youth, and families in the U.S. Children’s policies in education, mental health, and juvenile justice. Specific focus on policies in child welfare, inclusive of permanency planning, kinship care, and family preservation. Prerequisite: MSW 520. Enrollment restricted to students enrolled in the Master of Social Work program.

d. Concentration Year Courses – Behavioral Health Concentration (9 units)


MSW 631B Advanced Direct Practice II: Groups & Families /BH (3) Direct practice skills for working with individuals, families, and groups in behavioral health settings. Family and group treatment models. Assessments and interventions with an emphasis on cultural competency. Prerequisite: MSW 630B. Corequisite: MSW 643. Enrollment restricted to students enrolled in the Master of Social Work program.


e. Capstone Project/Thesis (6 units)

MSW 698 Thesis I (3) Under the guidance of a thesis advisor, complete a thesis proposal and literature review for a research study that will have a positive contribution to the field of social work. Prepare instruments and IRB protocol as applicable. Graded Credit/ No Credit. Prerequisites: MSW 550; and concurrent enrollment in or completion of MSW 650. Completion of at least 30 MSW units with a minimum cumulative GPA of 3.0, and advancement to candidacy. Enrollment restricted to students enrolled in the Master of Social Work program.
MSW 695 Capstone Project/Thesis II (3) Completion of a capstone project or research thesis as the culminating experience in the MSW program. Under the guidance of a project or thesis advisor, complete a project or thesis. The project or thesis will address an area of need within the field of social work. Graded Credit/ No Credit. Prerequisites: MSW 650; MSW 698 for students completing a thesis. Enrollment restricted to students enrolled in the Master of Social Work program.

MSW 699 Capstone Project/Thesis Extension (1) Registration in the course is limited to students who have received a grade of Report in Progress (RP) in MSW 695. Graded Credit/ No Credit. Enrollment requirement: Prior registration in MSW 695 with an assigned grade of Report in Progress (RP). May be repeated. Enrollment restricted to students enrolled in the Master of Social Work program.

f. Electives

MSW 655 Social Work Leadership Practice (3) Applies program design, strategic planning, problem solving, human resources, supervision, administration, resource development, budgeting, quality assurance, and public relations in social work leadership practice. Examines theories of organizational behavior and management, and the impact of diversity issues within organizations. Prerequisites: MSW 520 and MSW 525. Enrollment restricted to students enrolled in the Master of Social Work program.

MSW 661 Social Work in Health Care (3) Roles and responsibilities of social workers as part of an interdisciplinary health care team. Culturally competent social work in acute, ambulatory, preventive, long-term, and palliative care settings. Ethical dilemmas in social work in health care. Prerequisite: MSW 501. Enrollment restricted to students enrolled in the Master of Social Work program.

MSW 662 Social Work with Older Adults (3) Social work practice with older adults. An ecosystemic and culturally competent approach to the biological, cultural, ethnic, gender, geographic, psychological, and social issues of relevance to older adults. Analysis of theories on aging. Assessments and interventions in social work with older adults. Prerequisite: MSW 501. Enrollment restricted to students enrolled in the Master of Social Work program.


MSW 670 Cognitive and Brief Therapies (3) Cognitive and brief treatment approaches, including cognitive behavior therapy, solution focused therapy, and narrative therapy. Evidence-based treatment applications. Assessment and
intervention issues across the life span. Integrating diversity considerations within a strengths-based perspective in social work practice. Prerequisite: MSW 501. Enrollment restricted to students enrolled in the Master of Social Work program.

**MSW 671 Direct Practice with Military and Veteran Families (3)** Develops advanced practice social work skills for treating the emotional, social, and spiritual needs of diverse military and veteran couples and families. Emphasis is on supporting resilience through treatment, case management, advocacy, empowerment, and resources. Prerequisite: MSW 501. Enrollment restricted to students enrolled in the Master of Social Work program.

**MSW 672 Direct Practice with Military Personnel and Veterans (3)** Develops advanced practice social work skills in providing evidence-based therapy to active duty military personnel and veterans experiencing bio-psycho-social and spiritual challenges. Emphasis is on strength, resilience, and community-based models, in addition to traditional clinical treatment approaches. Prerequisite: MSW 501. Enrollment restricted to students enrolled in the Master of Social Work program.

**VIII. Policies regarding Credits**

a. **Advanced Standing Policy**

The MSW program at CSUSM does not admit students to advanced standing.

b. **Policy Regarding Transfer of Courses Taken at Another College/University**

A student in good standing at a CSWE accredited MSW program may be allowed to transfer in units from their previous institution. Units from courses equivalent to the foundation year coursework may be transferred, up to a maximum of 30 units. Equivalency is determined by a careful review of syllabi from the student’s previous institution, conducted by the MSW program director/faculty.

c. **Life and Work Experience Policy**

In accordance with Council on Social Work Education (CSWE) standards, the MSW program does not grant academic credit for previous life or work experience.

**IX. MSW Degree Requirements**

a. **Advancement to Candidacy**

The student will advance to master’s degree candidacy upon the successful completion of 30 semester credit hours of coursework (i.e., with a minimum cumulative GPA of 3.0 or above); satisfying the Graduate Writing Assessment Requirement (GWAR); and
approval of a Capstone Project/Thesis proposal by the student's Capstone Project/Thesis Advisor.

b. Completion of Culminating Experience (Thesis/Capstone Project)

All students are required to complete either a capstone project or a thesis. Students who elect to complete a traditional qualitative or quantitative thesis must secure IRB approval, be supervised by a thesis advisor, and successfully complete an oral defense of their thesis. Students may also complete a capstone project, inclusive of, but not limited to, options such as a grant proposal, community risk assessment, curriculum development, historical thesis, policy analysis, or agency based project. Students who complete a project must also be supervised by a project advisor, and successfully complete an oral defense of their project. In some cases, capstone projects may also need to be approved by the University’s IRB committee.

The University makes master's theses and the abstracts of master's projects publicly available to other students, faculty, and outside researchers through the University library.

c. Master's Thesis/Project: Submission Guide

The Kellogg Library has created a Master’s Thesis, Project or Dissertation Submission Guide, which can be found on their website, at http://biblio.csusm.edu/guides/subject-guide/193-CSUSM-ETD-Submission-Guide/. This document provides step-by-step guidance on how to submit a thesis or project. Students must refer to the library website for the submission deadline to qualify for graduation in a given semester.

d. Completion of Field Practicum

During the program, students complete 1124 hours of field experience in local and/or regional social services or related agencies or organizations. Students must receive a grade of Credit for each field seminar and practicum in order to progress to the next course in the field sequence. Students who receive a grade of No Credit when repeating field education for a second time will be disqualified from the MSW program. The Field Education Manual details all information on field. It is the student’s responsibility to read and understand all field policies as outlined in the Field Education Manual, which can be found on the Department website at http://www.csusm.edu/socialwork/fieldeducation.html.

e. Graduate Writing Assessment Requirement

The Graduation Writing Assessment Requirement (GWAR) applies to all graduate students enrolled in master’s programs. The writing requirement must be completed before a graduate student advances to candidacy. The Department of Social Work will assess graduate writing through a paper that receives a passing score as described below. To pass this test through submission of a paper, the student’s writing should
demonstrate graduate level skills in: style and format; mechanics; content and organization; and, integration and critical analysis.

The paper will be scored using a rubric (1 - 4) in each of the four areas listed above: “I. Style and Format”; “II. Mechanics”; “III. Content and Organization”; and, “IV. Integration and Critical Analysis”. The minimal acceptable combined score from all of the four sections is 10 points, with no scores of “1” on any section, resulting in a minimum of a 2.5 average for all sections. Students who receive a No Credit (NC) grade on the Graduate Writing Assignment paper must meet with a consultant in the University Writing Center to discuss deficiencies identified by the exam and receive recommendations of activities to correct these deficiencies. Based on the recommendations from the consultant, students may resubmit their paper or enroll in an upper division writing proficiency course.

The full CSUSM Writing Assessment requirement policy can be found at: http://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html.

f. Application for Graduation

1. Graduate students are required to apply for graduation in the term in which they expect to complete their degree requirements (summer graduates apply during the prior spring term).

2. A non-refundable late fee will be assessed if students apply after the graduation application deadline.

<table>
<thead>
<tr>
<th>GRADUATE STUDENTS (applying for master's degree):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester of Graduation</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>Fall</td>
</tr>
</tbody>
</table>

To apply for graduation, log-in to your Student Center and locate the “apply for graduation” field. Follow the prompts and select the appropriate term for graduation. For your reference, print the confirmation page.

To cancel your application for graduation, send an email to registrar@csusm.edu. Include the following information to expedite your request: subject line - GRADUATION CANCELLATION; and, in the body of the email include your name, student ID, and the graduation term which you are cancelling.
X. Evaluation of Academic Performance

a. Academic Requirements Report (ARR)

Students have access to all their academic information and progress through the Academic Requirements Report (AAR) found in the Student Center of their on-line MyCSUSM account.

b. Academic Evaluation

Grading in each course is based on evaluation by the instructor of a student's academic performance. A student has the right to know all course requirements, including grading criteria and procedures, at the beginning of the course as specified in the course syllabus. The grading system and policy regulations governing grading and examinations in the Department of Social Work conform with those included in the University Catalog.

c. Grading Standards for Students in the MSW Program

1. A student must maintain an overall Grade Point Average of 3.0 (B).
2. A student who falls below an overall 3.0 (B) grade point average in any given semester will be placed on academic probation.
3. A student on academic probation must bring the overall grade point average to a 3.0 within the next two semesters or 12 units (whichever comes later), or face dismissal from the graduate program.
4. Students on probation are required to meet with their academic advisor each semester regarding their academic status.
5. If the student does not achieve a 3.0 by the end of the academic probation period, the student is disqualified from the degree program. A letter of notification is sent to the student, department/school Chair/Director, and the Registrar. The student’s options include application to another major on campus or transferring to another university. There is no appeal process.
6. Any course with a grade of ‘C-’ or lower must be repeated. Because MSW courses are offered on a cohort basis (i.e., some courses may be offered only once each year), a student who must repeat a course may need to take a leave of absence for up to one year. Students may only repeat the class ONE time.
7. Students may repeat no more than two courses in order to meet graduation requirements. Failure to pass the course a second time with a C or better will provide justification for disqualification from the program.
8. No more than 9 credit hours of incomplete grades may be accumulated.
9. The Credit/No Credit system of grading applies to fieldwork/field seminar and thesis/capstone project only. These courses require a B level proficiency to merit award of the Credit grade.
10. A grade of No Credit in fieldwork means that a student will not be allowed to continue in the program. Students who receive a grade of No Credit in fieldwork
must withdraw immediately from all other courses. Refer to the Graduate Fieldwork Manual for additional information.

11. In accordance with Council on Social Work Education (CSWE) standards, under no circumstances will a student be allowed to receive academic credit for prior life or work experience.

12. Students who start the program late, for any reason, are subject to the same grading criteria and policies both in the classroom and in field practicum. Under no circumstances will students who start classes late in the semester be given preferential treatment. It is the student’s responsibility to get caught up on coursework and field practicum hours by the end of the semester.

Following is a breakdown of the grading system:

A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0

Any grade lower than a C is a failing grade.

Definitions of Letter Grades:
A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual initiative.
B (Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course objectives.
C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic objectives of the course.
D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements.
F (Failing): Performance of the student has been such that minimum course requirements have not been met.

d. Postponement of Grading

1. A student requesting a postponement of grading by electing an "Incomplete" or by "Withdrawal" from a course must do so in accordance with University regulations. The instructor of the course determines whether an Incomplete is appropriate. The instructor of the course also determines the time allowed for the missing course work to be completed. In no instances will the time limit for completing outstanding course assignments exceed one year.

2. Any "Incomplete" or "Withdrawal" grade received in a required course must be removed prior to the student's enrollment in subsequent required courses in a given sequence.

3. Please refer to the Graduate Field Manual for specific policies regarding incompletion of field hours.

4. A grade of “Incomplete” may affect a student’s ability to receive financial assistance.
e. Change in Grade

The University recognizes the prerogative of the faculty to set standards of performance and to apply them to individual students. The University will seek to correct injustices to students, but at the same time, believes that the instructor's judgment at the time the original grade is assigned is better than a later reconsideration of an individual case. Equity to all students is of fundamental concern. The following policies apply to changes of grades, except for changes of Incomplete Authorized and Unauthorized Incomplete symbols:

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Students may obtain their grades through my.csusm.edu. These grades become a part of the official record.

2. A change of grade may occur only in cases of clerical error or where the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or re-examination beyond the specified course requirements.

3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor. A student must initiate contact with the instructor during the first couple of weeks of classes of the regular semester following the award of the grade. If the instructor determines that there is a valid basis for the change, a change of grade form shall be used to notify the Office of Enrollment Management Services Operations. Forms are not to be handled by the student. If the instructor determines that there is not a valid basis for the change, and denies the student's request, the instructor's decision can be appealed to the instructor's Department Chair and then the appropriate College Dean. Meetings with the instructor of record, Department Chair, and College Dean are considered a part of the informal resolution process in a grade appeal. If resolution is not met through these channels, the decision can be appealed to the Student Grade Appeal Committee in cases where the student believes a grade was issued on the basis of capricious or prejudicial treatment by the instructor. If a student decides to file a formal grade appeal, the grade appeal must be postmarked or stamped as received by the University no later than March 15 (for courses taken during the previous Fall semester) or October 15 (for Spring and Summer semesters). The University's Grade Appeal policy can be found in the CSUSM Catalog and at the following website: http://www.csusm.edu/policies/active/documents/student_grade_appeals.html.
XI. Evaluation of Professional Performance

a. Fitness for the Profession

Students in the MSW program are expected to understand and adhere to the NASW Code of Ethics, and to demonstrate professional behavior at all times, including in the classroom, the field setting, at all campus events, and in the community. Any student who does not demonstrate professional behavior in any of these settings will be subject to disciplinary action and/or dismissal from the program, as discussed below. Examples of unprofessional/unethical conduct for which a student may receive disciplinary action or dismissal from the MSW Program at CSUSM include, but are not limited to, the following behaviors:

1. The inability or unwillingness to adhere to the NASW Code of Ethics and core values of the social work profession;
2. The inability or unwillingness to demonstrate acceptable classroom and field practicum decorum, inclusive of disrespecting diverse values, cultures, ethnicities, languages, racial attitudes, sexual orientations, mental or physical abilities, religious or spiritual attitudes, gender roles, sociopolitical orientations, socioeconomic status, and age differences; or disrespectful or disparaging language targeted at students, faculty, staff, clients, or others in the academic or field setting;
3. Within classroom and field settings, the inability or unwillingness to listen to and consider viewpoints that differ from one’s own;
4. The inability or unwillingness to develop and maintain professional rapport and communication with other students, faculty, field instructors, and clients or consumers;
5. With regard to the NASW Code of Ethics, the inability or unwillingness to develop and maintain ethical practice standards, the inability/unwillingness to maintain confidentiality, and/or the inability/unwillingness to respect the rights of clients and others;
6. The unwillingness or inability to learn from academic and field work, to develop one’s professional identity, and/or to assess one’s impact on others;
7. The inability to develop effective written and oral communication skills appropriate to the social work profession;
8. The inability/unwillingness to fulfill one’s responsibilities as a student and field practicum intern;
9. The unwillingness or inability to establish professional boundaries between one’s personal life and professional role;
10. The inability/unwillingness to adhere to all University policies applicable to CSUSM graduate students;
11. The unwillingness or inability to assess, modify, explain, apply, and accept responsibility for one’s social work practice decisions;
12. The unwillingness or inability to accept the academic and field practicum challenges of being a social work graduate student, and/or to develop corresponding professional skills for entry into the social profession; and
13. The violation of any field education policy and/or procedure as stipulated in the MSW Program Field Education Manual.

Any student who is unable to maintain these standards is subject to disciplinary procedures, up to and including dismissal from the MSW program, for academic, field performance, or personal misconduct reasons.

The Department has developed a formal procedure for addressing concerns/violations regarding student behavior, attitudes, dispositions, expectations, knowledge, skills, and/or lack of adherence to the NASW Code of Ethics. This procedure involves issuing a Statement of Concern (SoC) to the student. A meeting will be held with the student, the Program Director, and any concerned party/parties to provide documentation of concerns that arise, in an attempt to support the student in becoming more successful at developing and demonstrating the profession’s and program’s standards. The purpose of the meeting is to articulate concerns and identify a plan to remediate the identified issues.

If the identified issues are successfully remediated, no further action is taken. If the student is unable to successfully remediate the issues, the Department may issue a second Statement of Concern (SoC), or dismiss the student from the Program. It is the policy of the MSW program that if a student receives a second SoC, either for failure to successfully remediate issues identified in the first SoC, or for any other reason, s/he will be dismissed from the program.

In these cases, the MSW Director will notify the student in writing of his/her dismissal from the program, and any appeals available to the student. The program Director shall also notify in writing the student’s academic advisor, the Dean of the College of Education, Health and Human Services, the College Director of Student Services, and the Dean of the Office of Graduate Studies and Research.

If at any time prior to a student beginning their field internship there is evidence of unprofessional conduct and/or student failure to adhere to the NASW Code of Ethics, the Department will implement the disciplinary procedures outlined in this Student Handbook, and the student will not be allowed to begin field internship until the behavior(s) of concern is remediated.

XII. Student Rights and Responsibilities

All CSUSM students have the right to: academic advisement, freedom of expression, academic evaluation, access official educational records and information, make a complaint, seek to have records amended, have some control over the disclosure of personally identifiable information, and be free from discrimination, harassment, and sexual violence. Additional information about student rights may be found throughout the University Catalog.
Standards for Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and to contribute positively to student and university life.

Student behavior that is not consistent with the Student Conduct Code (Subsection 41301 et seq. of Title 5, California Code of Regulations) is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. Please refer to the University Catalog at http://www.csusm.edu/catalog/documents/2014-2016/CSUSM%202014-16%20Catalog.pdf for additional information about the Student Conduct Code and Student Conduct Procedures.

a. Academic Honesty & Cheating Policy

Instructors have the responsibility of planning and supervising all academic work, encouraging honest individual effort, and taking appropriate action if instances of academic dishonesty are discovered. However, honesty is primarily the responsibility of each student. The University considers cheating and plagiarism to be voluntary acts for which there may be reasons, but no acceptable excuse.

The University Academic Honesty Policy (See University Catalog) defines cheating and plagiarism as follows: Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Plagiarism is the act of using ideas, words, or work of another person or persons as if they were one’s own, without giving proper credit to the original sources.

Students who cheat or commit plagiarism may be subject to both academic and administrative sanctions. Faculty have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating or plagiarism. The range of academic sanctions is broad and may include repeating an assignment/test, completing additional assignments, receiving a lower grade, zero or "F" on an individual assignment or receiving a lower grade or "F" in the course. Cheating and plagiarism also violate of the Student Conduct Code and are subject to administrative sanctions including, but not limited to disciplinary probation, suspension, or expulsion as stipulated in Section 41302 of Title 5, California Code of Regulations.

Students accused of cheating or plagiarism will be given an opportunity to discuss the allegations with the professor prior to being issued an academic sanction. If a student agrees to the academic sanction suggested by the professor, he or she must
acknowledge this agreement by signing an Academic Dishonesty Resolution Form. However, if the student does not agree with the allegations, he or she may request that the professor forward the matter to the University officer assigned to independently investigate the allegations. If the University Officer determines that there is sufficient evidence that cheating or plagiarism have occurred, the student will be formally charged with a violation of the Student Conduct Code (Section 41301, of Title 5, California Code of Regulations).

A record of all disciplinary charges, including cheating and plagiarism, will be maintained in the Dean of Students Office. Disciplinary files are separate from academic files and subject to disclosure to third parties by prior written consent of the student, or a court ordered subpoena.

Copies of the Academic Honesty Policy are available in the CSUSM Catalog.

b. Writing and Plagiarism Policy

Plagiarism is a direct violation of intellectual and academic honesty. Although it exists in many forms, all plagiarisms refer to the same act: representing someone else's words or ideas as one's own. The most extreme forms of plagiarism are the use of a paper written by another person or obtained from a commercial source, or the use of a paper made up of passages copied word for word without acknowledgment. Paraphrasing an author's idea or quoting even limited portions of his or her text without proper citation is also an act of plagiarism. Even putting someone else's ideas into one's own words without acknowledgment may be plagiarism.

Plagiarism is a violation of the student conduct code and is subject to administrative sanctions such as, disciplinary probation, suspension, or expulsion. In none of its forms can plagiarism be tolerated in an academic community. It may constitute grounds of a failing grade, probation, suspension, or expulsion.

One distinctive mark of an educated person is the ability to use language correctly and effectively to express ideas. Faculty members assign written work for the purpose of helping students achieve that mark. Each professor will outline specific criteria for writing assignments, but all expect students to present work that represents the student's understanding of the subject in the student's own words.

It is seldom expected that student papers will be based entirely or even primarily on original ideas or original research. Therefore, incorporating the concepts of others may be appropriate with proper acknowledgment of sources, and quoting others directly by using quotation marks and acknowledgments is proper. However, papers that consist entirely of quotations and citations should be rewritten to show that student's own understanding and expressive ability. This purpose of a written assignment is the development of communication and analytic skills, and every student should be able to distinguish their own ideas from the ideas of another. Properly indicating those
distinctions on a written assignment will aid every student in avoiding plagiarizing the work of another.

c. Classroom Conduct Policy

Attendance, Timeliness, and Participation

1. Classroom attendance and active participation are essential for achieving the student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content.
2. Classroom attendance is mandatory for every student and is recorded at each class meeting. Unexcused absences will affect a student’s final grade. Petitioning for an excused absence is subject to the instructor’s discretion, with excused absences limited to family emergencies and documented illness.
3. Reoccurring absence and tardiness will result in a lowering of course grade. **Recurring absences and tardiness are deemed excessive if a student is absent and/or tardy from a class more than twice in one semester.** If situations result in a tardy arrival, students should enter the classroom quietly and note their arrival time with the instructor (and/or the attendance sheet) at the completion of the class meeting.
4. Graduate students are expected to be active participants in class meetings. Lack of contribution to in-class discussions (and/or role play exercises) will adversely affect the student’s attendance and participation grade. Conversely, attempts to dominate class discussions (and/or role play exercises) will also result in lower grades.
5. Use of cell phones is not permitted in the classroom. These devices distract from student learning; any student who is observed to be using a cell phone will be asked to leave the class, and will be counted as absent for that day. Repeated use of a cell phone in class may result in a lower or failing grade in the class.

d. Academic Consequences Policy

Faculty members have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating, plagiarism, misrepresentation, or collusion. These consequences may include, but are not limited to, assigning a lowered grade, zero, or "F" on an individual assignment; or lowering the student’s grade or assigning an "F" in the course. A faculty member may alternatively permit the student to repeat an assignment/test or complete and submit additional assignments.

e. Administrative Sanctions Policy

Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage also violate the Student Conduct Code (Subsection 41301
of Title 5, California Code of Regulations). To that end, violations of the Academic Honesty Policy should also be reported to the Dean of Students. The University can impose administrative sanctions in addition to academic consequences. As stipulated in Executive Order 1098, Student Conduct Procedures (among other places), cheating, plagiarism, misrepresentation, or collusion in connection with an academic program or campus may warrant, but is not necessarily limited to, Disciplinary Probation, Suspension, or Expulsion. Repeat offenders will receive particular consideration for administrative sanctions. Please note that a record of all disciplinary charges, including cheating and plagiarism, will be maintained in the Office of the Dean of Students. Disciplinary files are separate from academic files and subject to disclosure to third parties by prior written consent of the student, or a court ordered subpoena.

f. Reporting Procedures for Violations of Student Conduct Policy

When satisfied that a reasonable evidentiary standard has been met, and as soon as possible after discovering the alleged violation, the faculty member should arrange an office conference in order to inform the student of the allegations and of the due process rights. At the conference, the student should be informed of the supporting evidence and the consequences and procedures regarding academic dishonesty. A student may appeal an accusation of academic dishonesty and any academic consequences of such an accusation under the conditions set forth in the Academic Grievance/Grade Appeals Policy. Copies of the Academic Honesty Policy and the Academic Grievance/Grade Appeal Policy are available in the University Catalog at http://www.csusm.edu/catalog/documents/2014-2016/CSUSM%202014-16%20Catalog.pdf

XIII. Student Representation and Participation in Governance

Student Organization

The MSW program invites and welcomes student participation and feedback as we work together to deliver a high quality program that prepares advanced generalist social work practitioners. Students are informed of their opportunities to organize during the New Student Orientation, which is held shortly before students enter the program. There are several opportunities for students to be represented and participate in governance within the department; for example, through the program’s student organization, which serves to: facilitate faculty/student communication and collaboration; organize student extra-curricular and developmental events; serve the campus and surrounding community; work with the MSW program on issues related to student affairs, social justice, and political advocacy; and, to provide input into formulating and modifying student academic affairs. All students are encouraged to become active, democratically participate in the nomination and voting process of members, and to attend meetings. However, it is the policy of the Department that students who are on academic or administrative probation may not serve in an elected/leadership position with any student club or organization affiliated with the MSW
program. Program faculty volunteer to serve as a faculty advisor for the student organization. The faculty advisor meets regularly with the student organization officers to discuss student ideas, concerns, suggestions, event planning, and MSW program policies.

**Student Participation in Governance**

During the fall semester, nominations for student representatives from each cohort are requested via email. Students elect one individual from each cohort to represent the views of their constituency. These representatives serve as voting members on regular and ad hoc committees, including the Scholarship and Program Advisory committees. Two student members sit on the Program Advisory Committee, and one student representative sits on all other committees. Students who participate on committees may suggest agenda items, and are held to the same standard of conduct as faculty, including, but not limited to, respecting diverse viewpoints, and maintaining confidentiality.

Students are also invited to provide feedback on faculty candidates who have been called to interview on campus. Finally, Town Hall meetings are held whenever needed for students and faculty to communicate in an open forum. All students and faculty are encouraged to attend these forums. (There have been three Town Hall meetings since program inception a year ago.)

**XIV. Policy on Leave of Absence**

Graduate students may take an authorized leave of absence for up to two (2) semesters. Leaves of absence can be authorized for conditionally classified or classified graduate students providing the student is: (1) in good academic standing (as defined by the program’s requirements); (2) has completed at least six credit hours of CSUSM coursework toward the graduate degree in the program; and, (3) has filed a completed Request for Graduate Student Leave of Absence form. The completed form, including signatures of the student’s faculty advisor and the graduate program coordinator, must be filed with the Office of Enrollment Management Services Operation/Registrar before the end of the add/drop period of the term for which the leave has been requested. A leave of absence will not be authorized if the student has completed all requirements except the culminating experience. Unauthorized leaves and failures to return from an authorized leave of absence will result in the student being dropped from the graduate program. In such cases, the student must reapply to the university and the graduate program to be considered for reinstatement.

An authorized leave of absence preserves curriculum rights regarding catalog requirements.

A student on a leave of absence may not have access to or use of university resources. Students submitting the completed thesis or final project must be regularly enrolled or
enrolled for thesis or project extension credit through the Office of Extended Learning; the completed thesis or final project will not be accepted during the term of an authorized leave of absence.

Authorized leaves of absence do not extend the time limit for completion of the master's degree.

Military Leave

Students who are called on to serve during military action may be eligible for refunds of their registration fees. Students need to contact the Enrollment Services office for further details and file the petition for Student Leave of Absence.

XV. Protocol for Addressing Student Performance Issues

a. Procedures for Resolving Student Performance Issues

The Department of Social Work is strongly committed to helping students maximize their learning opportunities in classes and educational fieldwork placements. Potential problems and demonstrated difficulties in class and in the field, both personal and educational, should be identified and acted upon as soon as possible to allow resolution and/or corrective action as necessary. In addition to specific Departmental policies, the MSW program follows all applicable University policies and procedures.

b. Student Coursework Performance Standards and Policies

Under normal circumstances when a student experiences academic difficulties in class the faculty identify remedial actions with the student through informal discussion or formal conferences. If these discussions fail to obtain the desired result, the faculty may refer the student to his/her academic advisor, or consult with the Department Director regarding issuing a Statement of Concern (SoC). The academic advisor may, in addition to discussion with the student, call a meeting of the student and faculty as needed to work out a plan for academic improvement. Any student, faculty, or advisor may request a review to discuss a student's academic performance or factors which seem to be impeding the student's academic progress.

c. Fieldwork Performance Standards and Policies

A well-defined series of steps to address student performance issues in fieldwork is included in the Graduate Fieldwork Manual. All students are required to read the entire Fieldwork Manual at the beginning of their first week in field seminar. Students are responsible for all information contained in the Manual, as well as any manual revisions, which are posted on the MSW Department website at the beginning of each placement period.
XVI. Academic Probation, Disqualification, Reinstatement, and Termination Policies

a. Administrative-Academic Probation Policy

It is the policy of California State University San Marcos to place graduate students on academic or administrative probation when their overall work is less than satisfactory, as reflected in a deficient cumulative grade point average, or other failure to make adequate academic progress. Graduate students are dismissed from the university through academic disqualification when the conditions needed to achieve good standing are not met in a timely fashion. Consideration for reinstatement is provided through a petition process.

A student will be placed on academic probation if, during any academic term, the cumulative GPA in all course work in the MSW program falls below 3.0. Students whose GPA places them on academic probation shall be informed in writing by the academic advisor assigned to the student, prior to the beginning of the next term (with a copy provided to the Dean of Graduate Studies).

Students may be placed on administrative-academic probation for any of the following reasons:

1. Withdrawal from all or a substantial portion of courses for which they registered in two successive semesters or in any three semesters;
2. Repeated failure to progress toward a stated degree or program objective when such failure is within their control;
3. Failure to comply, after due notice, with an academic requirement or regulation.

The student shall be advised of probation status promptly, and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation conditions not be rectified.

When a student is placed on academic or administrative probation, s/he must work with their academic advisor to develop a plan for remediation, including a timeline for completion. In the case of administrative probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan.

A student cannot be advanced to candidacy or continue in candidate status if s/he is on either academic or administrative probation.

b. Disqualification Policy

If a student has not remediated the terms of their academic or administrative probation, they may be disqualified from the program. Policies regarding disqualification include:
1. Graduate students whose grade point average in course work on their master’s degree program falls below B (3.0) will be placed on academic probation.

2. If after being placed on academic probation students do not raise their average to B (3.0) after completion of 16 units or two semesters in residence, whichever comes later, they will be disqualified from pursuing the master’s degree program in which they were classified.

Furthermore, students may be disqualified when:

1. Graduate students whose grade point average falls more than nine grade points below B (3.0) will be disqualified from pursuing the master’s degree program in which they were enrolled. If disqualified from a master's degree program, students may be admitted to another program only on the recommendation of the new major department/division concerned and with the approval of the appropriate college graduate dean.

2. The conditions in the remediation plan (or removal of administrative-academic probation) are not met within the period specified; or

3. The student becomes subject to academic probation while on administrative-academic probation; or

4. The student becomes subject to administrative-academic probation while on administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

For a student to remain in the graduate program, s/he must maintain both quality of performance and progress at the graduate level.

When disqualification action is taken the student shall receive written notification including an explanation of the basis for the action. A student disqualified for academic deficiency may not enroll in any regular session of the campus without permission from the appropriate campus authority, and may be denied admission to other educational programs operated or sponsored by the campus.

Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions which, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

In the event that a student fails the thesis/project defense, the student may repeat the thesis/project defense once. Failure at the second thesis/project defense will result in
disqualification from the MSW program. The thesis/project committee will specify the
time period and/or conditions of the repeated defense.

c. Reinstatement Policy

If the student is disqualified, either academically or administratively, s/he may petition
for reinstatement. Reinstatement must be based upon evidence that the causes of
previous low achievement have been removed. Reinstatement will be approved only if
the student is able to provide compelling evidence of her/his ability to complete the
degree. If the candidate is disqualified a second time, reinstatement will normally not be
considered. Students who petition for reinstatement must also apply for admission to
the University, meeting all deadlines and requirements for admissions eligibility.

Master’s students should submit a petition requesting reinstatement to the Dean of
Graduate Studies. The petition, along with a recommendation from the student’s
graduate coordinator, will be forwarded to the reinstatement subcommittee of the
Graduate Studies Committee. The subcommittee will make recommendations to the
Dean of Graduate Studies, who has final authority to prove reinstatement. The size of
the reinstatement subcommittee may vary, depending on the volume of applications, but
shall have one member representing each college at a minimum. The subcommittee
must evaluate the probable impact of any medical condition on previous unsatisfactory
performance. If the student is approved for reinstatement, the Dean of Graduate
Studies will send a letter granting reinstatement that specifies the conditions and time
frame for achieving good standing. Students must achieve good standing to advance to
candidacy and to be eligible to graduate.

d. Policy on Dismissal from the MSW Program

Criteria for dismissal or disqualification of a student from the MSW program includes all
of the items listed in Section b. “Disqualification Policy”, above, plus the following:

1. A grade of "No Credit" received for fieldwork;
2. Failure to complete courses at the University within a calendar year after
   admission to candidacy;
3. Failure to complete all requirements for the MSW degree program within the time
   limit specified (5 years).
4. Unprofessional conduct as delineated by the criteria listed in the Section entitled
   “Evaluation of Professional Performance, a. Fitness for the profession”, found in
   the Student Handbook, above.
5. Violation of specific field education policies as outlined in the field education
   manual.

Any member of the faculty, the Director of Field Education, the fieldwork instructor, or
another MSW student may initiate probationary or disqualificationary review by
communicating concerns to the MSW Program Director. All applicable University
policies and procedures will be followed, including those relevant to reinstatement (listed above).

XVII. Non Discrimination and Sexual Harassment Policies

a. University Policy on Non Discrimination

California State University San Marcos affirms its commitment to equality of opportunity for all individuals. This commitment requires that no discrimination shall occur in any program or activity of the University on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam era veteran's status, or any other classification that precludes a person from consideration as an individual. This policy is in accord with Title IX of the Educational Amendments of 1972, as amended, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and related administrative regulations and executive orders. Inquiries concerning the application of Title IX, Sections 503 and 504, and other nondiscrimination laws may be referred to the Office of Diversity, Educational Equity, Inclusion and Ombud Services, the campus office assigned the administrative responsibility of reviewing such matters, at (760) 750-4039. Title IX inquiries may also be directed to the Regional Director of the Office for Civil Rights, Region IX, Old Federal Building, 50 United Nations Plaza, Room 239, San Francisco, CA 94102.

b. Department of Social Work Policy on Non Discrimination

The Department of Social Work has adopted policies and procedures to guard against discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation. This includes policies and procedures for recruitment and hiring of faculty and staff, and recruitment and admission of students.

The MSW program is committed to provide an educational experience that prepares students to work effectively with diverse populations as defined by ethnicity, age, religion, gender, sexual orientation and physical and mental disabilities. All educational activities of the Master of Social Work Program are conducted without discrimination on the basis of race, color, gender, age, creed, ethnic, disability, political orientation or sexual orientation. The Master of Social Work Program wholly supports all University policies and procedures having to do with nondiscrimination. The program is committed to developing and maintaining a faculty and a student body that represent the diversity of the region, state, and country. The program continuously strives towards maintaining a teaching and learning environment that supports sensitivity, mutual understanding, and ongoing collaboration among all participants. Further, the program is committed to offering learning experiences that provide an opportunity for students to be exposed to values and ethics that reflect commitment to equity and justice in the profession, and in society at large.
The Department of Social Work carries out its policies of nondiscrimination within the context of the policies of the California State University (CSU) system, and California State University San Marcos. The following pages detail various CSU system-wide and University policies, along with indication of how the social work program applies the policies:

c. **CSU System-wide Policy Prohibiting Discrimination, Harassment, and Retaliation Against Students:**

The CSU is committed to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect. All Students have the right to participate fully in CSU programs and activities free from unlawful Discrimination, Harassment and Retaliation. The CSU prohibits Harassment of any kind, including, Sexual Harassment and Sexual Violence, Domestic Violence, Dating Violence, and Stalking. Such behavior violates both law and University policy. The University shall respond promptly and effectively to all reports of Discrimination, Harassment and Retaliation, and shall take appropriate action to prevent, correct, and when necessary, discipline behavior that violates this policy. The CSU strives to be free of all forms of unlawful Discrimination, Harassment and Retaliation. This policy is established in compliance with the California Equity in Higher Education Act (Education Code § 66250 et seq.), Title IX, VAWA/Campus SaVE Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, among other applicable state and federal laws. It is CSU policy that no Student shall, on the basis of any Protected Status, be unlawfully excluded from participation in, or be denied the benefits of, any CSU program or activity. Nor shall a Student be otherwise subjected to unlawful Discrimination, Harassment, or Retaliation for exercising any rights under this Executive Order. This includes protections against discrimination and harassment based on protected status, which includes, but is not limited to, sexual harassment and sexual violence.

d. **Nondiscrimination On The Basis of Sex**

The California State University does not discriminate on the basis of sex, gender or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex, gender, or sexual orientation in employment, as well as all education programs and activities operated by the University (both on and off campus), and protect all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual violence.

e. **Nondiscrimination Policy regarding Handicap**

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities
Act of 1990, and various state laws prohibit such discrimination. Inquiries concerning compliance may be addressed to the Office of Diversity, Educational Equity, Inclusion and Ombud Services, the campus office assigned the administrative responsibility of reviewing such matters, at (760) 750-4039.

f. Nondiscrimination Policy regarding Race, Color, and National Origin

The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

g. Nondiscrimination Policy regarding Age, Marital Status, Religion, or Sexual Orientation

California State University San Marcos affirms its commitment to equality of opportunity for all individuals. This commitment requires that no discrimination shall occur in any program or activity of the University on the basis of race, color, religious creed, national origin, sex, ancestry, physical disability (including HIV and AIDS), mental disability, medical condition, pregnancy, age (over 40), marital status; political affiliation, sexual orientation, disabled veteran's status, Vietnam Era veteran's status, or any other classification that precludes a person from consideration as an individual. Further, the University's commitment requires that no retaliation shall occur because an individual filed a complaint of discrimination or in some other way opposed discriminatory practices, or participated in an investigation related to such a complaint. This policy is in accord with Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, as amended, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veterans' Readjustment Act of 1974, and related administrative regulations and executive orders. Inquiries concerning the application of Title IX, Sections 503 and 504, and other nondiscrimination laws may be referred to the Office of Diversity, Educational Equity, Inclusion and Ombud Services, the campus office assigned the administrative responsibility of reviewing such matters, at (760) 750-4039. Title IX inquiries may also be directed to the Regional Director of the Office for Civil Rights, Region IX, Old Federal Building, 50 United Nations Plaza, Room 239, San Francisco, CA 94102.

h. Affirmative Action Policy

The California State University (CSU) is committed to maintaining and implementing employment policies and procedures in compliance with applicable state and federal nondiscrimination and affirmative action laws and regulations. Accordingly, discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and covered veteran status is prohibited. ("Disability" and "medical condition" as used herein are
consistent with the definitions provided in the Americans with Disabilities Act and the Fair Employment and Housing Act.)

Moreover, retaliation against individuals who have or are believed to have filed a discrimination complaint, opposed a discriminatory act or participated in a discrimination investigation or proceeding, is prohibited. With regard to qualified individuals with a disability or medical condition, CSU shall, upon request, provide reasonable accommodation so that they may perform the essential duties of their jobs, unless doing so would impose an undue hardship on the CSU. Reasonable accommodation is to be determined by CSU following its receipt of an individual's request for accommodation and engagement in an interactive process with the individual to identify the nature and extent of the individual's restrictions and the appropriate reasonable accommodation.

i. Procedures for Addressing Discrimination Complaints

Inquiries concerning the application of these laws to programs and activities of California State University San Marcos may be referred to the Office of Diversity, Educational Equity, Inclusion and Ombud Services, the office responsible for reviewing such matters, at (760) 750-4039; or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105. The California State University has a system-wide grievance procedure for discrimination complaints. Executive Order 1096 issued by the Office of the Chancellor explains the series of steps involved in processing complaints.

j. Department of Social Work Sexual Harassment Policy and Procedures

As part of the California State University system, the Department of Social Work at CSUSM is mandated to carry out its activities and programs in compliance with University policies and procedures. The MSW program ensures that new employees and students receive information on the University’s nondiscrimination policy and affirmative action efforts. The University has clearly defined procedures which are published in the University Catalog. To supplement the University’s sexual harassment policy, the Department of Social Work maintains a sexual harassment policy pertaining to agencies with the program’s graduate students in field placement. A copy of the Department of Social Work’s sexual harassment policy is included in the Graduate Fieldwork Manual and also in the Field Instructor Handbook. It is the Department’s position that the dignity and self-worth of all students is to be respected; thus, sexual harassment in fieldwork is intolerable and unacceptable. A further policy of the Department is that willful false accusations of sexual harassment will not be condoned.

The Department of Social Work recognizes that, in some instances, the sexual harassment policies and procedures adopted by the University may not directly apply to the sexual harassment of a graduate student in a field agency where s/he is not an employee of the agency. It is, therefore, important for there to be guidelines that pertain to complaints regarding sexual harassment of students because of the unavoidably subordinate position students experience in field placement settings. Sexual
harassment of interns can be destructive to the learning environment, psychologically and emotionally demoralizing to the student, and adversely affect his or her performance in the agency. Sexual harassment of student interns may include harassment by a field instructor, an agency employee, or another student. Sexual harassment of any student intern will not be tolerated.

The Department adheres to standard 2.08 set forth in the social work Code of Ethics. To ensure that students placed in fieldwork are protected from sexual harassment, each agency fieldwork instructor will receive written information regarding the prohibition of sexual harassment. Any agency or field setting approved as a field placement by the Department of Social Work shall have a written policy regarding sexual harassment. If the agency has no such policy, the Department of Social Work will strongly recommend that such a policy be developed as a condition for final approval as a field practicum site. The Director of Field Education and the field seminar instructor will also review the Department’s sexual harassment policy with field students initially and on an ongoing basis.

When a student believes that he or she has been the subject of sexual harassment in the field setting, the student is to notify his or her fieldwork instructor and the Director of Field Education. The student may also wish to discuss the issue with his or her academic advisor or some other member of the social work faculty with whom s/he feels comfortable. The academic advisor or faculty member receiving the report shall notify the Director of Field Education or the Program Director. If the sexual harassment involves the student’s agency fieldwork instructor, the student may notify the fieldwork instructor’s supervisor or agency director. If the agency has a specifically designated individual or office to deal with sexual harassment matters, the student should notify that person or office. If the student prefers, the Department of Social Work (via the Director of Field Education or the Program Director) will notify the appropriate agency person or office. The student’s field seminar instructor would also be notified and involved in the process.

The investigation of a complaint of sexual harassment in the field setting may include the following steps:

1. A meeting with the student making the complaint. The student may be accompanied by a support person. At this time, the student is encouraged to submit a written statement regarding the nature of the harassment. The statement should be as specific as possible including date(s), times(s), and individuals involved. If the student made an attempt to confront the situation, this should also be included in the written report;
2. A meeting with the field instructor (i.e., if s/he is not the source of the sexual harassment) and/or other relevant agency personnel or administrator;
3. A meeting with the alleged violator: however, a meeting requiring the student to confront the alleged violator will not be required; and
4. A review of the agency’s sexual harassment policy.
Based on the investigation, the Director of Field Education, in collaboration with other relevant parties, shall determine if the agency’s policy on sexual harassment has been followed, and if the student is safe and will likely be free from sexual harassment. The resolution of the investigation may include, but is not limited to the following:

1. The complaint was founded, satisfactorily addressed by the field agency, and the student should remain in the field placement;
2. The complaint was founded, satisfactorily addressed by the field agency, but the student should be placed in another field setting;
3. The complaint was founded, not satisfactorily addressed by the field agency, and the student should be placed in another field setting;
4. The complaint was founded, not satisfactorily addressed by the field agency, and the field agency should not continue to be used as a field placement setting;
5. The complaint was unfounded and the student should remain in the field setting; or
6. The complaint was unfounded and the student should be placed in another field agency setting.

Following these procedures in no way inhibits the student from pursuing other options such as bringing the matter to the attention of the University’s Associate Vice President for Diversity, Educational Equity, Inclusion and Ombud Services at (760) 750-4039, or pursuing legal channels and remedies. No student intern will be subject to restraint, interference, coercion, or reprisal for: seeking information about sexual harassment, filing a sexual harassment complaint, or serving as a witness in a sexual harassment complaint reported by another student.

k. Consensual Relationships

Consensual sexual relationships between classroom instructor and student, fieldwork instructor and student, or between student and field agency employee, are expressly forbidden. Such relationships are considered by the Department of Social Work to be totally inappropriate. A professional power differential exists in these situations in terms of the influence and authority which one individual can exercise over the other. The Department adheres to standard 2.07 set forth in the social work Code of Ethics, which prohibits sexual relationships between supervisors or educators and supervisees, students, or trainees.

l. University Policies Regarding Sexual Harassment

California State University San Marcos will take action to prevent and eliminate sexual harassment, as mandated by Executive Order No. 1096. Sexual harassment is conduct subject to disciplinary action, including termination. Sexual harassment includes but is not limited to:

1. Unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
2. Any act that contributes to a workplace or learning environment that is hostile, intimidating, offensive, or adverse to persons because of the sexual nature of the conduct.
3. Conditioning an act, decision, evaluation, or recommendation on the submission to, or tolerance of, any act of a sexual nature.

Although this policy focuses on the treatment of persons lacking or holding lesser authority by persons possessing greater authority, it does not preclude the possibility that sexual harassment may also be perpetrated by persons lacking or holding lesser authority, e.g., employees, students, or applicants. In determining whether conduct constitutes sexual harassment, the circumstances surrounding the conduct are considered. The prohibition against sexual harassment applies to all transactions of University business, whether on or off campus.

Individuals with supervisory authority are responsible for reporting a formal complaint about sexual harassment to the Office of Diversity, Educational Equity, Inclusion and Ombud Services. Failure to do so may lead to appropriate administrative action. Specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies are available in the following locations: Office for Human Resources Management; Office of Diversity, Educational Equity, Inclusion and Ombud Services; Office of the Vice President for Student Affairs; University Counseling Center; and Women’s Resource Center. Students who believe that they have been sexually harassed should contact the office of Dr. Bridget Blanshan, CSUSM’s Title IX coordinator, located in Craven 3600, at (760) 750-4056, or bblansha@csusm.edu.

XVIII. Student Grievance and Appeal Process Policies

The purpose of the Student Grievance Policy is to enable a student to resolve a complaint arising out of any alleged unauthorized or unjustified act or decision, other than a grade appeal, by a member of the faculty, administration, or staff that in any way adversely affects the status, rights, or privileges of a member of the student body. The burden of proof shall lie with the complainant, also referred to as the grievant.

a. Department of Social Work Informal Grievance Resolution Policy

In general, informal resolution will be conducted as follows:

Students are expected to use informal channels to resolve grievances, beginning with a faculty-student, or faculty advisor-student, meeting. If no resolution is achieved, the student then meets with the Program Director and the concerned party. After all informal channels have been exhausted without successful resolution, the student will be directed to the College’s Director of Student Services, Shannon Hofmann, who either works with the student, or directs the student to the appropriate committee for redress.
Should the grievant or respondent require a reasonable accommodation as mandated by Title II of the Americans with Disabilities Act, or have any other special needs, it must be brought to the attention of the administrator of the informal process and the Dean of Students Office in writing no less than seven instructional days prior to the date the accommodation is requested to be implemented.

b. University Formal Grievance Resolution Policy

Criteria for a Case to Proceed to a Formal Grievance Hearing:

The grievant must first show that the remedy sought will not effectively result in either: (1) special favoritism for him or her; and/or, (2) prejudice against others. The fact that no other student has initiated a grievance or requested a Formal Grievance Hearing regarding the same issue does not preclude the outcome being in favor of the grievant.

Specific Steps involved in filing a formal grievance include:

A. Filing of Grievance and Rebuttal
   At any point in the proceedings, the grievant may withdraw the Request for a Formal Grievance Hearing or accept an informal resolution. Should an informal resolution be under negotiation or consideration during the formal process, the Committee Chair may elect to pause the timeline for the formal grievance until the attempt at informal resolution is exhausted.

   A form entitled, “Request for a Formal Grievance Hearing” is available in the Dean of Students Office and must be completed and returned to the Dean of Students Office no later than the following dates: March 15 for alleged grievances that took place during the previous fall semester, and October 15 for alleged grievances that took place during the previous spring/summer semester. By filing the “Request for a Formal Grievance Hearing”, the grievant acknowledges that the Grievance Committee may review the grievant’s university records in order to fully examine the issues of the case. Such review will be done within the constraints of pertinent privacy laws and university policies.

B. The Dean of Students Office must provide both grievant and respondent with access to copies of these procedures and be available to address procedural questions related to these procedures.

C. The grievant may file a Request for Extension in writing with the Dean of Students Office should s/he require additional time due to a “serious and compelling” reason. The request must describe the reasons for the extension and the extended time necessary. The request should be submitted as soon as the grievant becomes aware of the circumstances and should not be delayed until the March 15/October 15 deadline without cause. The Dean of Students Office will submit the Request for Extension to the Grievance Committee for decision.
D. Within five instructional days of receiving the Request for a Formal Grievance Hearing, the Dean of Students Office will transmit copies to the respondent and the Committee Chair. Prior to doing so, the Dean of Students Office will confirm that a good faith attempt to resolve the complaint informally has been made. The Committee Chair will set a meeting to confirm all the committee members for the case and identify members of the investigating subcommittee. The investigating subcommittee will conduct its review in a way that does not extend the timelines outlined in these procedures.

E. Within ten instructional days of receipt of the Request for a Formal Grievance Hearing, the respondent will provide a written answer to the grievance to the Dean of Students Office. The Dean of Students Office will then provide a copy to the grievant. If a written answer from the respondent is not received within ten instructional days, the Dean of Students Office will notify the Committee Chair.

F. Within five instructional days after receiving the respondent’s written answer to the grievance, the Dean of Students Office will forward all materials to the Grievance Committee Chair serving as notification that the formal grievance proceedings can begin.

G. Within ten instructional days after receipt of the respondent’s answer to the grievance, the Committee Chair will hold a committee meeting to review the evidence submitted by the grievant and respondent and compile the committee’s questions based on the evidence to be answered by the grievant and respondent.

H. Within fifteen instructional days of the committee meeting, the questions will be submitted to the respondent and the grievant by the Committee Chair.

I. Within ten instructional days after the parties receive the questions, the committee’s questions must be answered by both the grievant and respondent and submitted to the Committee Chair.

J. Within five instructional days of receiving the answers to the questions the Committee Chair will set the hearing date and notify the grievant and respondent. The hearing date will be set no sooner than twenty instructional days from this point to allow time for logistical arrangements and sufficient preparation by the committee while avoiding unnecessary extension of the case.

K. The grievant and/or respondent may each independently name an advisor to assist him or her through any portion of the formal process. The name of the advisor must be given to the Dean of Students Office as soon as the advisor is secured but no less than ten instructional days prior to the grievance hearing.
Attorneys may not appear in the proceedings as advisors for either party. The University also may choose whether or not to enlist the services of the campus general counsel to assist the Committee in order to ensure due process for both parties and provide procedural advice. Both parties are responsible for notifying their advisors of the hearing date and ensuring their presence at the hearing. The hearing may proceed if an advisor fails to attend. The advisor for the grievant or respondent may not be a witness to the grievance and may not be called to speak at the hearing.

Additional information regarding the University’s Grievance Policy may be found in the University Catalog, or at:

XIX. Student Support Services

Alumni Association
The Cal State San Marcos Alumni Association provides alumni with opportunities to enhance their cultural, personal, and professional development through their continued involvement with the University.
(760) 750-4405
www.csusmalumni.org

Bookstore (University Store and CSUSM Bookstore)
Cal State San Marcos University Store and CSUSM Bookstore provide a range of products and services, including textbooks for classes, special class orders, reference books, class related office supplies, imprinted Cal State San Marcos clothing, and gifts.
(760) 750-4730
(760) 750-4737
www.csusmbookstore.com

Career Center
The Career Center offers graduate students a variety of services to help you throughout your education, and as you transition and advance in the workforce. Whether you need help with career management, writing a resume, finding a job/internship and/or negotiating your salary, they are here to help.
Craven Hall, 1400
(760) 750-4900
www.csusm.edu/careers

Center for Children and Families (Child Care)
The Center for Children and Families (CCF) opened its doors in 2007. As the on-campus childcare center at CSUSM, it provides convenient, quality childcare to the students, faculty, and staff of CSUSM, as well as families in the larger community.
(760) 750-8750
http://www.csusm.edu/ccf/index.html
(There are also various private licensed childcare centers in close proximity to the campus.)

**Dean of Students Office**  
The Office of the Dean of Students provides general information concerning campus policies, procedures, and regulations. Students needing assistance with any University matter are invited to initiate resolution through this office. Specific policies regarding grade appeals, student grievances, and/or student conduct are administered by this office.  
Craven Hall 3600  
(760) 750-4935  
[http://www.csusm.edu/dos/](http://www.csusm.edu/dos/)

**Disabled Students Services (DSS)**  
The Office of Disabled Student Services (DSS) determines reasonable accommodations for students with disabilities. All students with disabilities who request reasonable accommodations are required to provide appropriate and recent documentation to the Office of Disabled Student Services before support services can be approved. Support services are available through DSS for those students who qualify, noting that the appropriate accommodations for each student will be approved based on the documented disability.  
Craven Hall 4300  
(760) 750-4905 (TDD 750-4909)  
[www.csusm.edu/dss/](http://www.csusm.edu/dss/)

**Financial Aid and Scholarships**  
The Financial Aid and Scholarships Office administers several programs which are designed to assist students whose financial resources are insufficient to meet their educational costs, including fees, books, transportation, and living expenses. Financial assistance programs consist of gift aid (grants and scholarships), loans, and employment opportunities. The funds for these programs come from the State of California, the federal government, and private sources. To be eligible for any form of financial aid, students must complete and submit the FAFSA every year by the stated deadline.

Scholarships are available to students attending Cal State San Marcos. Some scholarships do not require financial need. Cal State San Marcos has a general scholarship application which is available from the Financial Aid and Scholarships Office. This application must be completed and submitted by the deadline each year in order to be eligible to receive any scholarships. Students are also urged to regularly check with the Financial Aid and Scholarships Office at Cougar Center and check their scholarship notebook. Additionally, a free scholarship search service is available in the financial aid section of the Cal State San Marcos Web site. The site is free of charge and contains information on national scholarships.  
Scholarship: [http://www.csusm.edu/finaid/scholarship_all/index.html](http://www.csusm.edu/finaid/scholarship_all/index.html)
Graduate Research
Cal State San Marcos recognizes student research as an integral part of student learning. CSUSM is continually exploring new ways to provide opportunities to students and faculty to expand research opportunities, and to provide resources for presenting, distributing, and disseminating student research.
Craven Hall 5210
(760) 750-4029
http://www.csusm.edu/gsr/student/index.html

M. Gordon Clark Field House
The M. Gordon Clarke Field House (affectionately known as “The Clarke”) is dedicated to promoting holistic wellness and enriching the CSUSM experience by providing inclusive recreational services, facilities, and opportunities.
(760) 750-7400
www.csusm.edu/theclarke/

News and Calendars
http://www.csusm.edu/calendar/

Off-Campus Housing
Student Life & Leadership offers a limited number of off-campus housing services to Cal State San Marcos students, faculty, and staff. You can place an ad or search their website for a variety of living arrangements, including roommate finders, apartment listings, and rooms in private residences.
www.csusm.och101.com

Parking and Commuter Services
Parking permits are required to park at CSUSM at all times. There is no grace period. New and continuing students must purchase semester parking permits online or at the Public Safety Building, located at the corner of LaMoree and Campus View Drive, by the SPRINTER station.

The SPRINTER commuter train stops on campus at the corner of Barham Drive and La Moree as it travels to/from Escondido and Oceanside.

The BREEZE bus stops on campus at Craven Circle, and at the SPRINTER commuter train station (on the same time schedule as the SPRINTER). A limited number of discounted passes are available through Parking and Commuter Services.
Public Safety Building 63
(760) 750-7500
www.csusm.edu/parking

Recycling and Sustainability
Welcome to our world of Recycling! At Cal State San Marcos, we strive to make recycling as easy and convenient as possible for the campus community. By recycling,
we can help to protect and improve our environment. Recycling allows items normally disposed in landfill sites or incineration plants to be remade into many useful products. CSUSM has met all statutory waste diversion targets as set by state mandate AB75. Since January, 2004, the campus has comfortably exceeded the compliance rate of 50%. It is our ultimate vision and strategic mission to someday achieve zero waste on campus. To reach this goal, we continuously seek to identify opportunities and implement innovative programs that will increase waste diversion, while also keeping the focus on waste reduction. The proper approach to zero waste should be reduce, reuse, and then recycle!

http://www.csusm.edu/sustainability/recycling.html

**Student Affairs**
The mission of the Division of Student Affairs is to promote access to higher education, foster lifelong learning, and prepare students to be active and positive contributors in a diverse global community.
Craven Hall 3600
(760) 750-4056
http://www.csusm.edu/studentaffairs/

**Student Health and Counseling Services**
Student Health and Counseling Services provides basic primary health care, health education, and psychological counseling to enrolled Cal State San Marcos students. Students can purchase medical health services for $95 per semester and behavioral health services for $65 per semester (6 counseling sessions included in this fee). The Student Health and Counseling Services staff includes medical, psychological, and administrative professionals who are trained to assist students who have medical, mental, and/or health related problems. Visits with a doctor, nurse practitioner, health educator, nurse, or psychologist are available with an appointment. Visits may include routine preventive health screenings, such as PAP exams and physicals, or treatment for colds, respiratory infections, and other general health issues. A psychiatrist is available for low cost visits.

Also available are laboratory, radiology, and immunization services. Students have access to pharmacy services for low cost prescription and over the counter medications. Students may seek visits with a health educator at the HOPE & Wellness Center for nutritional, family planning discussion, weight management, or STD counseling. Free anonymous HIV testing is available through North County Health Services once a month in the clinic.
(760) 750-4915 Appointments
(760) 750-4924 TDD
(760) 750-3181 Fax
www.csusm.edu/shcs
shcs@csusm.edu

**Student Newspaper (Cougar Chronicle)**
The Cougar Chronicle is the independent student newspaper at Cal State San Marcos.
Student Life and Leadership Organizations
Students can choose to get involved with over 80 recognized formal student organizations or they can start their own! As a result of getting involved, student organization leaders develop a campus support network, grow their leadership skills, and plan fun activities for their groups and the campus at large. Student organizations offer a wide variety of opportunities for students to enhance their academic and social life on campus. They also provide a unique and supportive setting where students grow and learn from each other.
(760) 750-4970
Craven Hall 3400
www.csusm.edu/sll

Social Work Student Organizations
Social work students are encouraged to form their own student organization, either through the Student Life and Leadership (SLL) Division (see above), or informally. Participating in SLL organizations requires that students have a social work faculty advisor. Informal organizations may be established at student discretion. Students are encouraged to form organizations that meet or address specific issues related to social work based on their assessment of community needs.

Student Writing Center
The Writing Center offers students from all disciplines an opportunity to get feedback on their writing from trained peer consultants. Consultants work with students at any stage of the writing process, offering strategies, advice, and resources to help students improve their writing skills. One of the central goals of the Writing Center is to help create better writers, not just better writing. The Writing Center does this by focusing on the writing process, not just the paper at hand. In addition to one-on-one tutoring sessions, the Writing Center also offers on-line tutoring services, small group sessions, and writing and grammar workshops.
Kellogg Library, 1103
(760) 750-4168
www.csusm.edu/writingcenter

University Student Union (USU)
Opened in April 2014, and built on a foundation of community, the University Student Union is the heartbeat of the CSUSM student experience, committed to diversity, innovation and learning. The USU serves as the center of campus life by providing welcoming and innovative spaces that can be used for eating, meeting, activities, gaming or just relaxing.
http://www.csusm.edu/usu/

Veterans Services
The new Veterans Center, located adjacent to Markstein Hall, is a one-stop shop for veterans, active-duty military, and their dependents who are new to the CSUSM
campus, or continuing students. We provide eligible individuals with information, services, and certifications regarding their federal VA educational benefits. Featuring an office, conference room, kitchen, lounge and event space, the Veterans Center is a place where military-affiliated students can receive support in achieving their academic and career goals with services tailored to their unique needs.

(760) 750-4827
http://www.csusm.edu/veterans/

Library and Technology Services

Library Services
The 200,000 square foot Kellogg Library has over 300 computers, nearly 30 group study rooms, thousands of journals, and a quarter million books. Kellogg Library is the primary learning resource outside the classroom. You can enter the Library by either the main entrance on the 3rd level or at the 2nd level. To reach the 1st floor classrooms, use the stairwell or elevator in the Starbucks Tower.

Web Access
http://library.csusm.edu
The web site provides access to the library catalog and over 100 research databases. It also provides information on the library’s services, hours, and people. You may make requests directly online for things such as InterLibrary Loan materials or research appointments.

(760) 750-4330

Hours *
Monday--Thursday 7:00 a.m. 9:00 p.m.
Friday 8:00 a.m. 5:00 p.m.
Saturday 10:00 a.m. 5:00 p.m.
Sunday 10:00 a.m. 5:00 p.m.

Media Library Hours
Monday--Thursday 8:00 a.m. 9:00 p.m.
Friday 8:00 a.m. 5:00 p.m.
Saturday & Sunday 1 p.m. 5 p.m.

*Note: Any exceptions for Library hours will be posted in advance on the Library web site: http://library.csusm.edu/about/hours.asp

Photo ID Card
Student identification cards are issued by the Media Library in the Kellogg Library building. The identification cards, which include the student’s photo and ID number, are required to check out library and IITS materials, to receive health services, write checks on campus, gain access to secure areas, and for identification purposes if requested by a University representative acting in an official capacity. A computer based photo ID
system is used to take individual photographs and print the cards. To obtain a Cougar ID card, students must be prepared to present a valid picture ID and payment of $5.00. Photo IDs can be obtained in the Media Library during their open hours, which can be found on the library’s web site.
(760) 750-4370
http://library.csusm.edu/about/hours.asp.

IITS (Student Technology Support Services)
Instructional & Information Technology Services (IITS) is responsible for the management and support of technology throughout campus, including the hardware and software that defines our technology infrastructure. Our technological infrastructure includes the most current wiring, power, and back-up power available.
Kellogg Library 2013
(760) 750-6505
http://www.csusm.edu/iits/aboutus/index.html

Cougar Courses
http://cc.csusm.edu/course/view.php?id=3215

Instructional Computing Laboratories
The University has both instructional computer labs and open access labs. All computing labs are accessible to students, staff, and faculty when the University is in session, the buildings are open, and the labs are not being used for instruction or scheduled events. Both Macintosh and PC computers are available in the labs, with software consistent with requirements for classes. Assisted access programs are also available in each lab. Most instructional labs, with a few exceptions, are available to students when the room is not scheduled for classes or special events. Use of the labs is restricted to CSUSM students, faculty, and staff.
(760) 750-6505
www.csusm.edu/iits/support

MyCSUSM
Your student center is located in MyCSUSM (https://my.csusm.edu), where you can perform several tasks relevant to your academic experience at CSU San Marcos! Students will be able to:

- Search for and enroll in classes;
- View your grades and academic history;
- Apply for graduation;
- View, accept, and decline financial aid offers;
- View and pay charges;
- View personal information;
- Change your address;
- View Holds information; and,
- View “to do” items.
For information on how to use the features mentioned above, peruse the self-service quick reference guides.

For assistance with registration, visit Cougar Central in Craven Hall room 3900 or call the registration helpline at (760) 750-4824 during business hours. You may also send an email from your CSUSM email account to registrar@csusm.edu.

Safety

Campus Police
The University Police Department, a full service police department, is located in the University Services Building at 441 La Moree Road. The main telephone number is (760) 750-4567. The University Police operate 24 hours a day, 7 days a week, 365 days a year with statewide jurisdiction. Its primary responsibilities include crime prevention, law enforcement, criminal investigation, traffic enforcement, and disaster preparedness. If you are a victim of a crime, or witness a suspicious activity, report the incident immediately to the University Police. Since calls to 911 from cellular phones are received by the California Highway Patrol, we recommend that you program (760) 750-4567 into your cell phone for on campus emergencies.

(760) 750-4567
www.csusm.edu/police

Crime Stoppers
This is the first partnership of its kind established with a university in San Diego County aimed at reducing crime on campus. University Crime Stoppers is a program that provides students, staff, or faculty with an avenue to anonymously report crime. Students, staff, or faculty can call the University Crime Stoppers tip line number (888) 580-TIPS toll-free, 24-hours a day, 7-days a week. Tips can also be made online at www.sdcrimestoppers.com or by text to CRIMES (274637) text “TIPS 409” at the beginning of the message. Tips reported to University Crime Stoppers are turned over to the University Police Department for investigation. Students can receive a monetary reward of up to $1,000 for a tip that leads to an arrest or disciplinary action.

Emergency Notification Sign-Up
If you are a current CSUSM faculty, staff, student, or administrator, you are automatically registered in the CSUSM Emergency Notification System utilizing your CURRENT contact information within the University’s PeopleSoft system. Please confirm that your contact information is correct and up to date within PeopleSoft to make sure you will receive emergency notification(s) when necessary.
http://www.csusm.edu/em/NotRegistration.html
Social Work Professional Resources

Council on Social Work Education (CSWE)
The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States.
http://www.cswe.org/File.aspx?id=13780

National Association of Social Workers (NASW)
The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 145,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers.
www.socialworkers.org/pubs/code

NASW California Chapter:
http://www.naswca.org/