



2024-2025

Concordia University Wisconsin MSW

Concordia University Wisconsin

Department of Social Work

1000 State Street

Mequon, WI 53097

262.243.3436



# **MSW Student Handbook 2024 – 2025**

**Concordia University 2024 – 2025  
Department of Social Work Faculty & Staff**

**Administrative Assistant:**

Ms. Ashely Curtin  
Office: School of Health Professions, Heidelberg, 207  
Phone: 262-243-4437      Email: [ashley.curtin@cuw.edu](mailto:ashley.curtin@cuw.edu)

**Social Work Student Worker:**

Ms. Surekha Pamidimukkala  
Office: School of Health Professions,  
Phone: 262-243-2119      Email:



**M 574D EMC**

**/P Healesst0 (l)-2.8f SPhone:rt2P <</MCID .70 ( (m)-1.90 (ukk4.70 a.80 (e)hT**

**E(t0**

**Faculty:**

Dr. Lisa Adams-Qualls, PhD, MSW, SAC  
Assistant Professor  
Office: School of Health Professions, Heidelberg 210  
Phone: 262-243-2207      Email: [lisa.adams-qualls@cuw.edu](mailto:lisa.adams-qualls@cuw.edu)

Dr. Claire Haglund, PhD, LMSW-C, MMT  
Assistant Professor  
Office: Ann Arbor – 115 Krieger  
Phone: 734-995-7446      Email: [claire.haglund@cuaa.edu](mailto:claire.haglund@cuaa.edu)

Andrew Hayes, MSW, MBA  
Assistant Professor  
Office: School of Health Professions, Heidelberg 210

# **Concordia University Student Handbook**

Master of Social Work Program

## **PREFACE**

This handbook is available to print, on the webpage of the Concordia University Wisconsin (CUW) Department of Social Work, and on Blackboard. The handbook outlines the







## PROFESSIONAL AFFILIATIONS

Students are encouraged to establish a professional relationship with social work organizations that will support their practice and help maintain high professional standards throughout their careers. Professional organizations include:

International Association of Schools of Social Work (IASSW)

[www.iassw-aiets.org](http://www.iassw-aiets.org)

International Federation of Social Workers (IFSW) [www.ifsw.org](http://www.ifsw.org)

National Association of Social Workers (NASW) [www.naswdc.org](http://www.naswdc.org)

National Association of Social Workers – Wisconsin Chapter [www.naswwi.org](http://www.naswwi.org)

North American Association of Christians in Social Work (NACSW) [www.nacsw.org](http://www.nacsw.org)

As a member of IASSW and IFSW, students have access to international programs and contacts. One benefit of this program is the affiliation with international social work programs. Students are encouraged to participate in international trips that are offered by various departments within the School of Health Professions and interact with the many international students on the Mequon campus. When students take advantage of the opportunity for international conferences or mission trips offered through the School of Health Profession, the Department of Social Work will attempt to connect students with a local school of social work through our international affiliates.

To support the development of the social work identity, MSW students are encouraged to join NASW as student members. NASW offers many professional opportunities for students including conferences, resources, policies, ethical guidance, continuing education, and information on social issues and concerns. NASW offers some scholarships for graduate students. NASW offers malpractice insurance at discounted rates for all members and for student members.

Additionally, students are encouraged to join the North American Association of Christian's in Social Work (NACSW). Student membership rates are available. Students are encouraged to attend the national convention held annually in various states across the U.S. NACSW offers opportunities for webinars, and networking with other Christian Social Workers.

## MISSION

**Concordia University Wisconsin Mission Statement**—Concordia University is a Lutheran higher education community committed to helping students' development in mind, body, and spirit for service to Christ in the church and the world.

**The School of Health Professions**—1.20 (n m)ro (c)4.90nn—.549 Tm( )Tj/F0 12 T2910 1 0 0 1 72 1 Tm

***MSW Program Mission***— The mission of Concordia University Wisconsin’s online Master of Social Work program is to provide a graduate education, using a Christian lens, by which we believe all people are born equal and in the image of God. We prepare MSW professionals to have the knowledge, values, and skills to be strength-based, and to identify and oppose racism in order to combat oppressive systems in an increasingly diverse and global society.

The MSW program aims to educate advanced generalist social workers who are able to engage in a culturally responsive, ethical, and competent practice, foster resiliency, strengthen individuals, families, groups, communities, organizations, and advocate for justice to advance human rights for all.

## **GOALS**

***Ethics***—To prepare advanced generalist social workers who identify as professional social workers, and are grounded in the liberal arts and the ethical values of Christianity, the NASW Code of Ethics, and the theories and practices of the profession.

***Policy***—To prepare advanced generalist social workers to use social justice, anti-racist, and anti-oppressive lenses to analyze social welfare policies, recognize deficits in current policy, advocate for social change, and support diversity and socioeconomic, racial, and environmental justice at all systemic levels of practice.

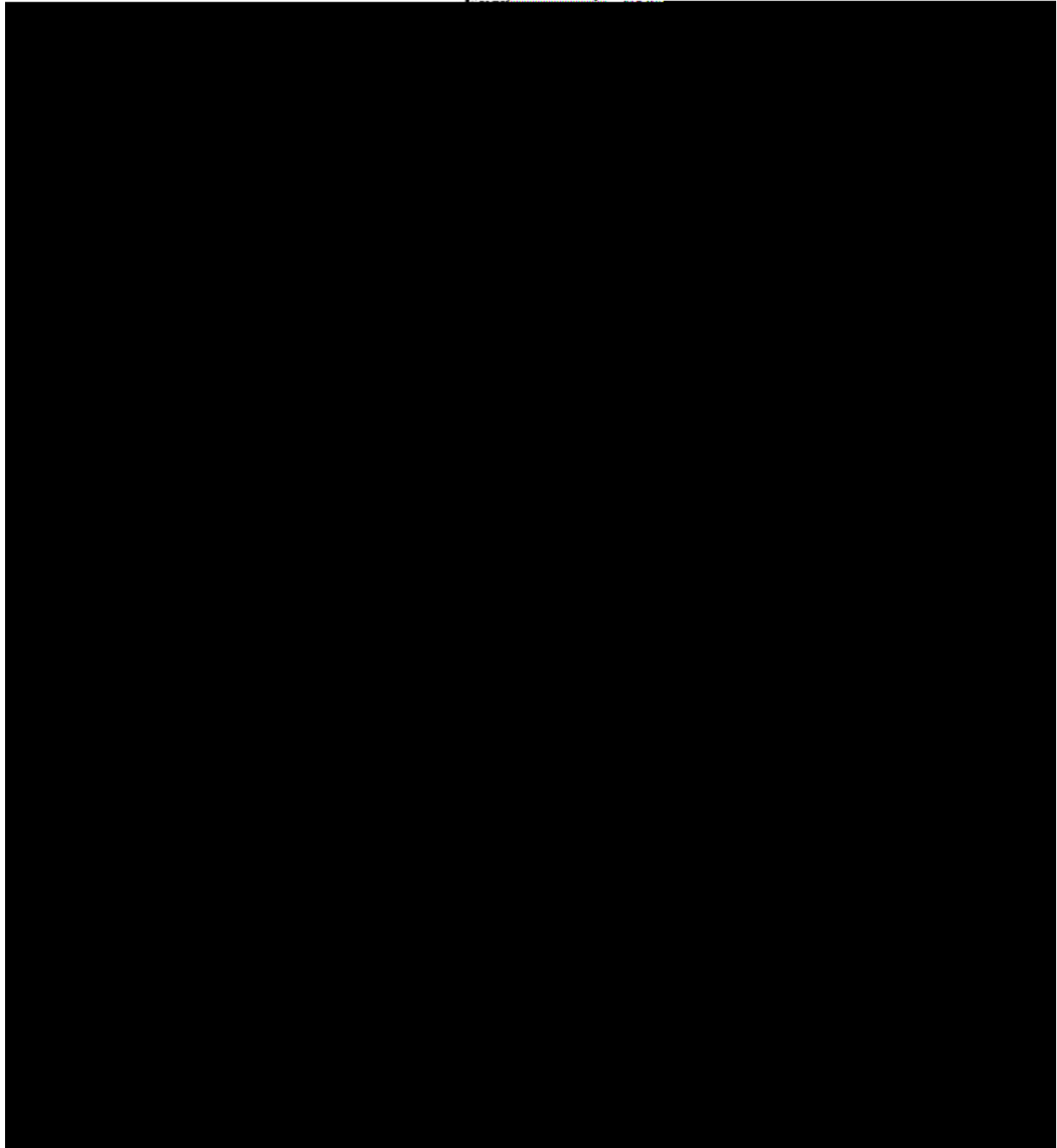
***Research***—To prepare advanced generalist social workers to use culturally informed, anti-racist, and anti-oppressive.60 (n c)3.10 10 (r)-1.90 hv21.96 Tmv21.96 Tmv2daW1 (1 )7.90 (w)2 (or)2.10 (sc-2 (he)3r)





The Council on Social Work Education requires that all students graduating from accredited

### *Theoretical Framework*



The MSW Program has adopted an inter-professional ecological theoretical framework. This framework evolved as a result of the recognition of an increasingly complex global society that requires more than one perspective to support competent and ethical social work practice. The framework adopted takes on the appearance of a systemic

foundation with its circular design. Two theories developed by social workers for social workers have been selected, Ecological Theory and the Strengths Perspective. Occupying the outer ring is Ecological Theory. The framework acknowledges the importance and influence of the person-in-environment, and the importance of individuals, families, communities and the larger social environment at all systemic levels. It further acknowledges the importance of inter-professional collaborations with other professions and the role of social work at all systemic levels.

The ecological lens is laid over the second circle which represents the adoption of the strengths perspective and acknowledges the following assumptions:

- 1) Every individual, group, family, and community have strengths;
- 2) Trauma and abuse, illness and struggle may be injurious, but they may also be sources of challenge and opportunity;
- 3) Assume that you do not know the upper limits of the capacity to grow and change and take individual, group, and community aspirations seriously;
- 4) We best serve clients by collaborating with them;
- 5) Every environment is full of resources;
- 6) Caring, caretaking, and context, supporting the assumption that care is essential to human well-being and is in some ways, a dramatic challenge to the treasured value of rugged individualism (Saleeby, 2013, p. 17-20).

The third circle represents the inter-professional nature of social work practice & education, and its influence on the person-in-environment. This lens represents the acknowledgement of the importance of the following:

**Biology:** health, medicine, neurobiology

**Psychology:** developmental theories and research, clinical, experimental, and spirituality

**Liberal Arts & Professional Studies:** sociology, economics, public policy, religion, cross-cultural studies, law, education, and the health professions.

Within this framework, an applied lens represents the influence of evidence-based research that supports ethical social work practice and represents the importance of understanding the influence of the practice methods on the populations served. The steps leading to decisions in practice include the following:

- 1) Ask important questions;
- 2) Acquire the best inter-professional evidence

In addition to these practices, the framework identifies the factors that influence practice and decision making:

- 1) Population needs at all systemic levels of practice;
- 2) Social Problems;
- 3) Social Welfare Resources;
- 4) The significant influence of one's faith or sense of spirituality.

## **MSW ADMISSION POLICIES**

Students are admitted to the Social Work program without regard to race, gender, sexual orientation, national origin, age, or disability status. This statement coincides with CUW's admission policy, CSWE accreditation standards, the program mission and the NASW Code of Ethics.

It is the intent of the MSW program to admit students who have the capacity to think critically, write, and integrate knowledge at the graduate level, and who are able to conduct themselves as professional social workers. This calls for personal characteristics such as maturity, empathy, non-judgmental attitudes, good judgement, solid work ethic, and the ability to handle change. All students admitted are expected to abide by the Department of Social Work Student Code of Conduct. The MSW program at CUW is a fully-online, asynchronous program and all admitted students must have access to a computer, reliable internet, and a web camera as there are requirements for the program.

### ***Process for Admission to the MSW Program***

All applications for admission to the MSW program are submitted to Concordia University's Admissions Department. Once the application is processed, the admission Department will submit complete applications to the Admissions Committee. The Admissions Committee will review the completed applications and make recommendations to the Chair of the Admission Committee for acceptance into the MSW program.

The file is returned to graduate admissions regarding decision. Graduate admissions will then notify applicant of outcome through email or mail. Further contact is initiated by the Department of Social Work with instructions for a field education application and registration for classes.

Full admission to the MSW program is granted when the applicant satisfactorily meets all of the following requirements:

- 1) An earned Baccalaureate degree from an institution with full regional accreditation for the degree endowed.
- 2) A minimum undergraduate GPA of 3.0, or a graduate GPA of 3.0 or better based on a 4.0 scale.
- 3) The Department of Social Work requires all students to complete a background check through the University designated provider prior to starting their field education courses.

### ***Application Requirements***





***Advanced Standing***

Students accepted into the program with advanced standing hold a BSW from a CSWE accredited program received within seven years of admission to the MSW program. Advanced standing students are to have a GPA of 3.0 or higher in each of their undergraduate social work classes.

***CUW Social Work Program Policy on transfer credits***

***Transfer of electives:*** The Department of Social Work will only transfer courses as electives course if they support social work practices. The Department reserves the right to refuse to accept

rey(gr)2.10

to(t)-2.80 (



SW 7100 Advanced Field Education I	3
SW 7200 Advanced Field Education II	3
SW 7100 Advanced Field Seminar I	3
SW 7210 Advanced Field Seminar II	3

**Generalist Year Total Credits 27**

***Advanced Generalist Year—Second Year Graduate Students & Advanced Standing***

SW 6000 – Administration and Supervision with Group, Communities, & Organization	3
SW 6100 – Advanced Practice: Individuals & Families	3
SW 6150 – Advanced Practice: Diverse & Vulnerable Populations	3
SW 6500 – Research Project I	3
SW 6520 – Research Project II	3
SW 7300 – Advanced Field Education III	3
SW 7400 – Advanced Field Education IV	3
SW 7310 – Advanced Field Seminar III	3
SW 7410 – Advanced Field Seminar IV	3
SW 6900 – Social Work Ethics & Christianity	3
SW 5350 – Intro to Social Work and Social Welfare*	3
SW 5450 – Psychopathology in Social Work*	3
SW 5550 – Social Work with Groups*	3
SW 5600 – Advanced Trauma Interventions for the Healing Process*	3
SW 5650 – Drugs, Society, and Human Behavior*	3

\*Electives (students select two)

**Advanced Standing/Advanced Generalist Year Total Credits 36**  
**Total Program Credits 63**

***Grades***

The expectation is that students earn a 3.0 (B) in every graduate-level, social work class. MSW students must maintain a cumulative GPA of 3.0 (B) in order to graduate from Concordia University Wisconsin. Occasionally a grade of “C” is earned. Students admitted for the two-year program may not earn a final grade of “C” in more than two courses. If a third grade of “C” is earned, the student may be dismissed from the MSW program. If a third (or more) grade of “C” is earned, the student must retake the course(s). A course may **not** be retaken more than twice.

Students admitted with advanced standing may not earn a final grade of “C” in more than one course. If a second grade of “C” is earned, the student may be dismissed from the MSW program. If a second grade of “C” is earned, the student must retake the course(s). A course may **not** be retaken more than twice. The First “C” is a warning. If a “C” is earned in a course that is a part of a sequence (For example, 5500, 6500, 6520), the student may not proceed in the course sequence until the course is retaken. All students who earn a grade of “C” will be referred to the MSW Program Director for a student review (see *APPENDIX N*).

In rare cases, a grade of incomplete is issued. Incomplete’s may only be given in serious extenuating circumstances. Any incompletes must be changed to a letter grade within 30 days of the culmination of the semester.



The Department of Social Work expects students to complete the MSW degree within the time limits of the plan of study. It is understood that occasionally life issues will require a student to request a leave of absence from the program. The *Leave of Absence Policy* can be found in **Appendix L**. Please see **Appendix K** for our *Medical Leave Policy*. Graduate courses are only valid for seven years. Students who are unable to complete the program within seven years of the first semester may not be readmitted to the program or may need to retake courses. The Plan of Study for the MSW program can be found in **Appendix B**. Course descriptions can be found in **Appendix C**.

### ***Professional Identity***

Ann Arbor <https://www.cuaa.edu/students/concordia-central.html>

**Recording policy:**

Students may record class sessions when recording is part of an accommodation specified by the Academic Resource Center (ARC) & Accessibility Services. In all other circumstances, students must obtain the written permission of the course instructor prior to recording a class.

Instructors may record and save sessions of this course for the viewing of any absent students through the Blackboard course site.

**Academic Integrity Policy:**

Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

**Cheating:**

Includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

**Using Generative AI:**

**The use of any assisted writing systems that are trained to follow a written or spoken prompt and provide a detailed response ((like ChatGPT, Google Bard, Microsoft Bing/Copilot, etc) is prohibited in any course in the MSW program and will be considered cheating.** For the purposes of this program, we are asking all students to pledge that they will not use AI technologies. We believe that this is critical for this learning environment because it is important that you critically engage with the material you are engaging and know AI is not able to do this for you. If there is evidence that a





**Title IX Policy:**

Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (Title IX) prohibit discrimination on the basis of sex which includes but is not limited to harassment, domestic and dating violence, sexual assault, and

***Communication:*** Regular communication between faculty and students will occur through the CUW email system. Students are asked to **check email daily** and **use the CUW email system** when they need to contact the faculty. Students may also visit with faculty during regular

the Provost of Student Life

If evidence exists that shows the student's conduct to be in violation of the Department of Social Work's Student Code of Conduct

If evidence exists that a student has engaged in conduct which significantly disrupts the ongoing functioning of the Department of Social Work Program.

If evidence exists that a student has engaged in conduct which significantly disrupts the field placement, or within the fieldwork setting, and the student continues to be unable to complete the essential functions or the requirements of the program or field work

### ***Field Placement Issues***

Please see the MSW Field Manual.

### ***Social Work Student Rights and Responsibilities***

- 1) Students shall have regular access to their instructors through posted office hours and email.
- 2) Each MSW student will have a social work faculty advisor.
- 3) Students are informed of the *School of Health Professions Policy for Professional Behavior (Appendix F)* through the MSW handbook.
- 4) Criteria for evaluation is available on each course syllabus.
- 5) Students are expected to actively participate in their own learning experiences and to identify with the NASW Code of Ethics.
- 6) Students are expected to provide feedback to social work faculty regularly regarding program needs, course quality, or any other matters relating to quality social work education.
- 7) Students are expected to participate as student representatives of the social work profession and the SW Department on program committees when asked.
- 8) One graduate student serves on the Department of Social Work Advisory Board. The faculty select and invite one student to participate.

## **Department of Social Work Student Code of Conduct**

### ***Ethics***

Personal and professional integrity are important social work attributes. When a student engages in dishonest behavior or unprofessional conduct, it reflects badly on the profession and on the University. It jeopardizes relationships, especially with faculty and other students, and ultimately has a negative impact on the student – client relationship.

The Department of Social Work faculty adheres to the Code of Ethics authorized by

Shows respect for others' opinions

Is open to feedback from peers/faculty

Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations at risk, and differences in religious beliefs

Conducts him/herself according to the NASW Code of Ethics on campus and off campus

### **Expected Emotional Self-Control**

Demonstrates appropriate interpersonal or professional skills

Uses self-disclosure appropriately (for example, student seems to have an understanding and has resolved the issue s/he is sharing)

Appears to be able to handle discussion of uncomfortable topics

Deals appropriately in class with issues which arouse emotions

Demonstrates an awareness of one's own personal limits

Understands the effect of one's behavior on others

### **Expected Communication Skills (written)**

Shows consistency in written communication. Written assignments demonstrate accurate spelling, appropriate use of punctuation, clear

## FIELD EDUCATION

### *Field Instruction Sequence for the MSW program*

Students in the MSW program complete 900 hours of field education. They complete 400 hours during the first year of the MSW program and 500 hours during the advanced generalist year of the MSW program. The purpose of field education is for academic integration of knowledge to prepare students for social work practice, and is not considered appropriate as job training for agencies. Once a student has been admitted to the MSW program and begins seeking a field placement they will complete a field placement application, and meet with the Director of Field Education/MSW Field Coordinator to begin a discussion on an appropriate placement.

MSW students complete four semesters of field education classes (SW 7100, SW 7200, SW 7300, and SW 7400), and four semesters of field seminar classes (SW 7100, SW 7210, SW 7310, and SW 7410), which are taken concurrently. Field education and the field seminar classes are offered fall and spring semesters. Students with advanced standing complete Field Education classes (SW 7100, SW 7200, SW 7300, and SW 7400) and field seminar classes (SW 7210, SW 7310, and SW 7410) concurrently. Students with advanced standing complete Field Education classes (SW 7100, SW 7200, SW 7300, and SW 7400) and field seminar classes (SW 7210, SW 7310, and SW 7410) concurrently.

depth and breadth in knowledge and application.

The philosophy behind this model is that students integrate the knowledge base more deeply when applied concurrently. Students are not placed in agencies for the purpose of job training or to assume responsibilities as an employee for assigned work. Students are placed in a field placement for educational purposes and to allow them to learn social work practice in an educational environment without the pressure of job responsibilities.

### ***Words of Wisdom***

Often social work students, like many other students, have had negative experiences in their past. Many people in the helping professions have overcome significant difficulties and want to give back to their community by helping others who have similar experiences. If you have had a negative experience that has impacted you in any way it is important to talk with the Director of Field Education/MSW Field Coordinator, or academic advisor, about the situation and how you have worked to overcome the difficulties it presented in your life.

It is not unusual to find social workers practicing in a field where they were once a client, or where they personally experienced negative interactions. However, as a student, your field placement is not the place for you to put yourself in an emotional situation that you think you have overcome, but may still unconsciously have issues that suddenly emerge when you encounter them in your internship. Your field placement should be in a practice area where you will be able to fully utilize the knowledge and skills you have learned, and not test your ability to deal personally with previous adverse experiences.

The Department of Social Work wants you to do well, to have a wonderful learning experience and to grow as a professional social worker. A good experience will render you many opportunities, good letters of recommendation, and often an opportunity for

## **SCHOLARSHIP OPPORTUNITIES**



nonprofit agencies or with local grassroots groups in the United States are also eligible.

***Wisconsin Nursing Home Social Workers Association, Inc.***

- x*** This scholarship is awarded to individuals who express an interest in working with individuals in long-term care (skilled nursing facilities). This scholarship is usually for \$1000. Please contact:

Tena Seipel  
Scholarship Committee  
Coordinator WNHSWA  
P.O. Box 107  
Pepin, WI 54759  
(715) 538-1888

***Local NASW Chapters***



- E. Analyzes the intersection between Christianity and the NASW Code of Ethics and how

### **Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

#### *Social Workers:*

- A. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- B. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

#### *Advanced Behaviors – Social Workers:*

- A. Critically analyze regional and global intersections of oppression and integrates this understanding in social work practice;
- B. Engages in community collaborations that foster social, economic, racial, and

and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic,



reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

*Social Workers:*

- A. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- B. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

*Advanced Behaviors – Social Workers:*

- A. Use culturally responsive engagement strategies grounded in human behavior theories,
- B. Engage in relationship building activities in varied client systems; including individuals, families, groups, communities, and organizations, and evaluates the clients' perception of
- C. Use self-reflective practice to identify how bias, power, privilege, personal values and

t(e)3.10 y( c)4 priticllyhealtaend ap(l)-1.90 (ynt)-2890 hirs nowlege in(c)3.90 (ul)-1.90 (t)-0 (ur21.90 (a

nd constituenc42.90 (i)-1.90 (e)3.90 (s,-)1.80 ((i)-3.80 (ca)3.90 (l)-1.90 ( )-10.90 d(i)-1.10 (g( i)-2 (ndi)-

B.

*Social Workers:*

- B. Identify the implications of the larger practice context in creating client-centered assessment plans; and
  - C. Use self-reflective practice to identify how bias, power, privilege, personal values and
- H SHUHQFWLP SDFW

*Social Workers:*

A.



**APPENDIX B**  
**MSW Plans of Study**  
**MSW ADVANCED STANDING PLAN**  
**OF STUDY**

MSW Advanced Standing – Full-Time Plan (FALL) – Year 1					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
SW 5450	Psychopathology in Social Work (Elective/ clinical licensure course)	3	SW 6500	Research Project	3
SW 6150	Advanced Practice: Diverse & Vulnerable Populations (Clinical Licensure Course)	3	SW 6100	Advanced Practice: Individual and Families	3
SW 7300	Advanced Field Education III (16-weeks)	3	SW 7300	Advanced Field Education III – continued (16-weeks)	N/A
SW 7310	Advanced Field Seminar III (16-weeks)	3	SW 7310	Advanced Field Seminar III – continued (16-weeks)	N/A

Total Courses for Fall = (required courses – SW 6100, SW 6150, SW 6500, SW 7300 & SW 7310)  
 (elective courses – SW 5450)

**ELECTIVES-** You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Advanced Standing – Full-Time Plan (SPRING) – Year 1					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
SW 5650	Drugs, Society, Human Behavior (Elective/clinical Licensure Course)	3	SW 5550	Social Work in Groups (Elective/ Clinical Licensure Course)	3
SW 6520	Research Project II	3	SW 6000	Administration and Supervision with Group, Org. and Comm.	3
SW 7400	Advanced Field Education IV (16-weeks)	3	SW 7400	Advanced Field Education IV – continued (16-weeks)	N/A
SW 7410	Advanced Field Seminar IV (16-weeks)	3	SW 7410	Advanced Field Seminar IV – continued (16-weeks)	N/A

Total Courses for Spring = (required courses – SW 6000, SW 6520, SW 7400, SW 7410)  
 (Elective courses – SW 5650 & SW 5550)



SW 5650	Drugs, Society, Human Behavior (Elective/clinical Licensure Course)	3	SW 5550	Social Work in Groups (Elective/ Clinical Licensure Course)	3
			SW 6000	Administration and Supervision with Group, Org and Comm.	3

Total Courses for Fall = (required courses – SW 6500, SW 7300 & SW 7310)  
(elective courses – SW 5450)

TOTAL CREDITS REQUIRED FOR GRADUATION ~~36~~ Credits

MSW TOTAL COURSES NEEDED FOR GRADUATION:

SW 6000 – Administration and Supervision with Group, Communities, & Organizations  
 SW 6100 – Advanced Practice: Individual & Families  
 SW 6150 – Advanced Practice: Diverse & Vulnerable Populations  
 SW 6500 – Research Project I  
 SW 6520 – Research Project II  
 SW 7300 – Advanced Field Education III  
 SW 7400 – Advanced Field Education IV  
 SW 7310 – Advanced Field Seminar III  
 SW 7410 – Advanced Field Seminar IV  
 SW 6900 – Social Work Ethics & Christianity

PLUS TWO ELECTIVES:

SW 5450 – Psychopathology in Social Work  
 SW 5550 – Social Work with Groups  
 SW 5600 – Advanced Trauma Interventions for the Healing Process  
 SW 5650 – Drugs, Society, and Human Behavior

Clinical Licensure Courses : (PLUS TWO-SEMESTER (500 HOURS) CLINICAL FIELD PLACEMENT)

SW 5450 – Psychopathology in Social Work  
 SW 5550 – Social Work with Groups  
 SW 5600 – Advanced Trauma Interventions for the Healing Process  
 SW 5650 – Drugs, Society, and Human Behavior  
 SW 6150 – Advanced Practice: Diverse & Vulnerable Population

MSW Generalist – Full-Time 2-Year Plan (FALL) – Year 1					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
SW 5350	<a href="#">Intro to Social Work and Social Welfare</a>	3	SW 5100	Generalist Practice I: Individuals and Families	3
SW 5000	Advanced Human Behavior in the Social Environment	3			
SW 7100	Advanced Field Education I (1-weeks)	3	SW 7100	Advanced Field Education – continued (16-weeks)	N/A
SW 7110	Advanced Field Seminar I (16-weeks)	3	SW 7110	Advanced Field Seminar I – continued (16-weeks)	N/A

Total Courses for Fall First Year = (required courses – SW 5000, SW 5100, SW 7100, & SW 7110)  
(elective course – SW 5350)

**ELECTIVES-** You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Full-Time 2-Year Plan (SPRING) – Year 1					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
SW 5650	<a href="#">Drugs, Society, Human Behavior</a> (Elective/clinical licensure course)	3	SW 5550	<a href="#">Social Work in Groups</a> (Elective/clinical licensure course)	3

SW 5150



MSW Generalist – Full-Time 2-Year Plan (SPRING) – Year 2

	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
SW 5650	Drugs, Society, Human Behavior				







MSW Generalist – Part-Time 3-Year Plan (FALL) – Year 2					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
			SW 6100	Advanced Practice: Individual and Families	3
SW 7100	Advanced Field Education I (16-weeks)	3	SW 7100	Advanced Field Education I – continued (16-weeks)	N/A
SW 7110	Advanced Field Seminar I (1-weeks)	3	SW 7110	Advanced Field Seminar – continued (16-weeks)	N/A

Total Courses for Fall Second Year = (required courses – SW 7100, & SW 7110, SW 6100)

MSW Generalist – Part-Time 3-Year Plan (SPRING) – Year 2					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
SW 5650	Drugs, Society, Human Behavior (Elective/clinical licensure course)	3	SW 5550	Social Work in Groups	



MSW Generalist – Part-Time 3-Year Plan (SPRING) – Year 3					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
SW 5650	Drugs, Society, Human Behavior (Elective/clinical licensure course)	3	SW 5550	Social Work in Groups (Elective/ Clinical Licensure Courses)	3
SW 6520	Research Project II	3			
SW 7400	Advanced Field Education IV (16-weeks)	3	SW 7400	Advanced Field Education I – continued (16-weeks)	N/A
SW 7410	Advanced Field Seminar IV (1-weeks)	3	SW 7410	Advanced Field Seminar I – continued (16-weeks)	N/A

Total Courses for Spring Third Year =

SW 5100 – Generalist Practice I: Individuals & Families  
 SW 5150 – Generalist Practice II: Groups, Communities, & Organizations  
 SW 5200 – Social Policy & Advocacy  
 SW 5500 – Research Methodologies  
 SW 7100 – Advanced Field Education I  
 SW 7200 – Advanced Field Education II  
 SW 7110 – Advanced Field Seminar I  
 SW 7210 – Advanced Field Seminar II  
 SW 6000 – Administration and Supervision with Group, Communities, & Organizations  
 SW 6100 – Advanced Practice: Individual & Families  
 SW 6150 – Advanced Practice: Diverse & Vulnerable Populations  
 SW 6500 – Research Project I  
 SW 6520 – Research Project II  
 SW 7300 – Advanced Field Education III  
 SW 7400 – Advanced Field Education IV  
 SW 7310 – Advanced Field Seminar III  
 SW 7410 – Advanced Field Seminar IV  
 SW 6900 – Social Work Ethics & Christianity

**PLUS TWO ELECTIVES:**

SW 5350 – Intro to Social Work and Social Welfare  
 SW 5450 – Psychopathology in Social Work  
 SW 5550 – Social Work with Groups  
 SW 5600 – Advanced Trauma Interventions for the Healing Process  
 SW 5650 – Drugs, Society, and Human Behavior

**Clinical Track Required Courses: (PLUS TWO-SEMESTER (500 HOURS) CLINICAL FIELD PLACEMENT)**

SW 5450 – Psychopathology in Social Work  
 SW 5550 – Social Work with Groups  
 SW 5600 – Advanced Trauma Interventions for the Healing Process  
 SW 5650 – Drugs, Society, and Human Behavior  
 SW 6150 – Advanced Practice: Diverse & Vulnerable Population

## APPENDIX C

### Course Descriptions

#### Generalist Courses (First Year Graduate Program)

##### *SW 5350 Social Work and Social Welfare*

This course is an elective in MSW program. It will assist students to begin the process of establishing a knowledge base for practice. Students will study the history of social work through the eyes of those who set out to change the world through the establishment of the profession of social work and their advocacy in the field of social welfare. They will be introduced to the roles and responsibilities of professional social workers, the mission of the profession as it relates to social and economic justice, and the importance of advocating for the poor and the disadvantaged. Students will learn skills of self-reflection and self-regulation in the management of personal values and professionalism. Students will learn the importance of ethical behavior. They will learn about advocacy and the importance of research and life-long learning. This course addresses the multitude of current and dynamic issues facing social workers today. It addresses the importance of professional social work in critical practice settings and how the profession is making a difference in changing the world through advocacy for social and economic justice.

##### *SW 5450 Psychopathology in Social Work*

This course provides a general introduction to the fields of clinical social work. Specifically, this course will acquaint students with the epidemiology, classification, and etiology, of the major forms of mental illness identified in the DSM 5. It is the primary aim of this course to develop the student's diagnostic skills in clinical settings. Specific attention is paid to the ethical and social work value-related problems associated with diagnosing and labeling clients with a psychiatric disorder, and issues of race, ethnicity, culture, class, gender, sexual orientation, religion, disabilities or illness, age and national origin as they influence the manifestations of behaviors that

will enhance the skills and knowledge base of all students and will be particularly useful to students interested in working with survivors of trauma. The impact of trauma is surrounded by a complex set of issues and topics that will be addressed such as survivors of human trafficking, domestic violence, veterans, and individuals struggling with addictions, as well as abuse and neglect. This course will cover treatment choices, sociocultural forces that shape care provision and coping, multicultural perspectives on trauma, psychosocial challenges and secondary stresses connected with this type of work. Specific skills vital to the work of the healing process will be examined including psychosocial assessment, crisis intervention, supportive care, psychoeducation, psychosocial intervention, advocacy, program development and prevention/community organizing.

***SW 5650 Drugs, Society, and Human Behavior***

The purpose of this course is to introduce students to the effects of drugs on the brain and how drugs affect cognition, personality, and behavior. Students will learn how drugs get into the body/brain and how they exert their psychoactive effects. The course will cover the role of drugs throughout history and in today's society; the biological actions of drugs and the influence on society and behavior; and drug treatments and prevention.

***SW 5000 Advanced Human Behavior in the Social Environment***

This course examines human development from birth to death through the systemic lens of the family and larger society. It examines the development of relationships and the effect on individual development. Utilizing a systemic perspective, students will learn how diversity, culture, changes in family patterns and life-styles, and expanding life expectations have impacted individuals, families, and the larger society.

***SW 5100 Generalist Practice I: Individuals & Families***

Students learn a variety of foundational skills, methods and theories needed to work with individuals and families at all systemic levels. Students will learn to use the Generalist Practice Model in assessment, planning, and implementation of services for clients, and the importance of evaluating the effectiveness of one's own practice. They engage in discussions of the ethical framework that guides Social Work practice, and the tensions encountered in practice. Among the knowledge established is a solid understanding of the Strengths Perspective, Systems Theory, and Solution-focused interventions.

***SW 5150 Generalist Practice II: Groups, Communities & Organizations***

This course uses the generalist practice model to examine groups and group processes as manifested in communities and organizations. Students will learn the skills and techniques of group practices, the process of planning, engagement, and assessment of group members and their organizations at multiple levels of practice. Students will apply knowledge and skills to assess the environment and create change at the community and organizational levels of practice. Theoretical frameworks utilized include Systems Theory and the Strengths perspective.

***SW 5500 Research Methodologies***

This basic research methods course introduces students to the important role that research holds in Social Work practice. This course provides basic knowledge on the differences between qualitative and quantitative research designs and when mixed methods designs are utilized. The course examines the process of proposal development, the selection of a research question/hypothesis and a design appropriate for exploration and response to the question/hypothesis. Design methods include exploratory research, explanatory research,





**Advanced Generalist Courses (Second Year Graduate Program)*****SW 6000 Administration & Supervision with Groups, Organizations, Communities***

This course provides students with the skills and knowledge that will assist them in their ability to work with groups in administrative Social Work positions in organizations and communities. Students learn about working with groups of people at the mezzo and macro level of practice. They learn about team building, communicating, and the development of skills such as mediation and negotiation. Students will learn how to plan, implement, manage, and evaluate projects designed to meet community needs. Students will learn about the implementation of policies into practice. They will integrate social work ethics into their knowledge base as it pertains to leadership roles, accountability, and professional supervision. Students will learn about strategic planning. They will learn about risk management, understanding and managing the decision-making processes, and actions needed to improve client experiences. They will learn about the everyday politics of organizational life, the importance of respectful conduct between colleagues, and the management of a continuously changing environment.

***SW 6100 Advanced Practice: Individuals Families***

This course addresses the challenges individuals and families face in contemporary society. The primary emphasis is social work practice with families. Students learn and apply family theories as a framework for practice, and a lens through which to objectively engage, assess, intervene, and terminate practice with families. Students examine and reflect on the importance of evaluating practice, knowing what worked well and where professional change and growth need to occur. Students examine the importance of faith in the social environment. They explore, examine, discuss and reflect on the role of larger systems in society and the impact on family life.

***SW 6150 Advanced Practice: Diverse & Vulnerable Populations***

quality of services that are provided to clients and communities. Students will learn to reflect on their own values, analyze case situations, role-play Social Work-client interviews, and ponder over

**APPENDIX D****Bibliograp (19eagin)6 (9r9)1**

## APPENDIX E

### Guidelines for Risk Prevention and Management Strategies

#### For Social Work Field Placements

With increasing concerns about violence in American society, safety issues and the potential for violence affect both Social Workers and the clients they serve.

Students will need to work with their agency in identifying policy and procedures related to field safety. Every agency will be somewhat different and the student needs to become familiar with the specific agency policy. Most agency policies will:

- Provide guidelines and resources to increase safety awareness among Social Work students.

- Help students to be better prepared to handle potentially dangerous situations

- Stimulate discussion among students, faculty, and field instructors about the presence of violence in Social Work settings.

- Provide strategies and or training that can be utilized to reduce the risk of violence

- Provide general guidelines for risk reduction and dealing with potentially violent or dangerous situations.

- Suggest general risk reduction guidelines for Social Work students.

Agency policy and safety risk factors will also be discussed in field seminar class. It is very difficult to predict when dangerous behavior will occur. Should a student experience a situation where the student may be at risk or feel unsafe, the student needs to notify the field instructor as soon as possible. In addition, the student needs to contact either the MSW Program Director or



**APPENDIX F****School of Health Professions (SHP) Policy for Professional Behavior**

**Professional Behaviors** These are defined as attributes, characteristics or behaviors that are not





practice.

3. The *Code* is designed to help social workers identify relevant considerations when

## APPENDIX G

### SHP General Grievance

**SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program use this policy INSTEAD of the policy located in the University Catalog.**

Concordia University is committed to providing students with an avenue to express concerns and to work with CU officials toward amicable resolutions. CU believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional and productive manner after they leave CU. Grievances applicable under this policy: Arbitrary and/or capricious actions by a college employee or administrative office that caused demonstrable harm to a student; Policy or procedure applied unfairly and/or in a different manner than it was applied to others in like circumstances; or Administrative error in the application of a policy or procedure. Grievances not applicable under this policy (but which may be covered under other existing policies): Accessibility services (e.g., student accommodations through the ARC); Final grade appeals; Academic misconduct; The Code of Student Conduct and the conduct system; Title IX (e.g., sexual harassment); Residence Life; Parking tickets; Financial debt to the University; Financial Aid appeals; and University-wide requirements (e.g., student fees).

The steps listed below shall be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance in the spirit of Matthew 18.



relationship of the complaint to the *Evaluative Criteria for Accreditation*. In addition, the complaint must provide supporting data for the charge and identify the name(s) and relationship(s) to the education program of the individual(s) initiating the complaint.

Complaints submitted anonymously are not considered to be formal complaints and will not be reviewed. However, they will be forwarded to the program for information purposes only.

Generally, complaints are reviewed twice a year, late April and October. In order to be reviewed by January 1 to be considered for the April meeting and July 1 for the October meeting.

**APPENDIX H****Retention, Readmission, and Withdrawal Policies****RETENTION**

The Social Work (SW) faculty have the responsibility to exercise professional judgment in

- b. Readmission will be on a competitive basis with peers in the applicant pool in the appropriate class to which the student would be admitted. The MSW Program Director will notify the student in writing of the outcome of this competitive process. The deposit required to hold a slot will not be required of the re-admitted student, however written confirmation of the student's desire to be readmitted into the program, under the conditions established by program policy, will be required. If readmission is granted, tuition will be at the same rate as other students in the class to which the student has been readmitted.

### **WITHDRAWAL FROM PROGRAM**

Students who wish to cease coursework and withdraw completely from the University must notify their academic advisor, financial aid counselor, and the MSW Director (in writing using the CUW email account) prior to making changes as withdrawing from the institution may have implications on student status, financial aid, and future athletic eligibility or program progression.

If after meeting with their advisor, the student still wishes to withdraw from the Program, the student will then write a formal letter of withdrawal and email the letter to the MSW Program Director and the MSW Field Coordinator. The student will then meet with the MSW Program Director to discuss their reasons for withdrawal. If after this meeting with the MSW Program Director, the student still wishes to withdraw from the Program, the letter of withdrawal will be accepted and the student must notify the University Registrar, Financial Aid office, and the Student Engagement Specialist. The letter of withdrawal will be placed in the student's academic file and on Aviso.

### ***Medical Withdrawal***

Students who are seriously injured/ill and cannot continue in coursework due to medical necessity may be eligible for a medical withdrawal. Please see Appendix L Medical Leave of Absence for more information about medical withdrawal

## APPENDIX I

### Student Acknowledgement Form



### Department of Social Work Acknowledgement Form

I acknowledge that I have received a copy of the:

- Master of Social Work Student Handbook
- CUW Code of Student Conduct and Professional Readiness
- Department of Social Work Professional Standards Policy
- The Code of Ethics of the National Association of Social Workers (NASW)

In addition, I agree to review and adhere to CUW's Code of Student Conduct, which can be accessed at: <https://catalog.cuw.edu/graduate/student-conduct/>

I further acknowledge that I am expected to read through the above material, understand it and be familiar with what is expected of me, and that failure to adhere to these standards may lead to a Student Review and possible dismissal from the program.

I understand that this material will be updated from time to time and that I am responsible for reading and understanding the updates.

As a student in the Department of Social Work, my signature below signifies that I agree to adhere to and comply with the CUW Code of Student Conduct, Master of Social Work Student Handbook, Master of Social Work Field Manual, the Department of Social Work Code of Conduct and the NASW Code of Ethics.

Student name (print): \_\_\_\_\_ F00# \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX J

### Consent to Record Picture and Voice Form

#### Consent to Record Picture and Voice

I, the undersigned, hereby grant Concordia University the right to record my picture, and voice on any media and to edit such media and/or insert into broadcast programs or other audio-visual presentations as it may, in its sole and exclusive discretion, see fit. I acknowledge that Concordia University will be the owner of the aforementioned recordings and I waive any right of payment to which I might otherwise be entitled as a result of my consenting to Concordia University making any such recording. I further grant Concordia University the right, without making any payment to me, to use such recordings of my picture, and voice in any way it sees fit. This right to use such recordings shall include, although not by way of limitation, the following:

1. Reproduction and publication of such recording, either edited or unedited, in the form of photographs, advertisements, or other promotional media.
2. Sale to or unrestricted use by any person, firm, association, partnership or corporation.
3. Sale to or unrestricted use in any mass media (including, but not by way of limitation, newspapers, magazines, books, radio broadcasts and television broadcasts).
4. Use in any audio-visual presentation or other program display or promotion.
5. Use for publicity, advertising, sales or other promotional effects.

Therefore, I hereby grant Concordia University permission to reprint my photo(s) in  
 future publication Tr ( )Tj ET EMC /P <</MCID 15 >>st(e)3.10 15 >i



## APPENDIX K

### Medical Leave of Absence

The University recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should seek to determine whether their medical condition can be accommodated by the University.

It may be possible for accommodations to be designed to enable the student to remain in school and meet academic standards. All accommodation needs are assessed on an individual basis by the Academic Resource Center (ARC). Students must disclose to the ARC that they have a disability and/or medical condition. Students seeking accommodations or leave due to pregnancy and/or parenting should first reference the Pregnant & Parenting section of the Title IX Policy.

<https://www.cuw.edu/about/offices/title-ix/pregnantparenting.html>

<https://www.cuaa.edu/about/offices/title-ix/pregnant-parenting.html>

This policy has been designed to ensure that students are given the individualized attention, consideration, and support needed to address medical issues that arise or escalate during their time at the University. This policy outlines an individualized process that students must follow to request a medical leave of absence to address their medical difficulties so that they can successfully return to the University.

#### Definition

In some cases, despite accommodations, the student may wish to take a medical leave of absence. A medical leave of absence is defined as a break from university enrollment so that the student may receive medical and/or mental health treatment and later return to the University with an opportunity to achieve their academic and co-curricular goals. During a medical leave, the student is not enrolled in classes (at any point during the term(s) in question). A medical leave may be utilized when academic progress and performance, or ability to otherwise function, has been seriously compromised by a medical condition (including mental health conditions). **Since certain academic programs, departments, or schools may have additional specific criteria for a medical leave of absence, a student considering a medical leave should also consult their academic program, department, or school in addition to consulting this policy.** A medical leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a medical leave of absence at any point during active course enrollment. A medical leave of absence is not retroactive and cannot be sought for a previous term.

**This policy may not be used in lieu of disciplinary action to address any violations of University and department rules, regulations, policies, or practices.**

#### Duration of Medical Leave

The duration of a medical leave will generally be a minimum of one academic semester. A medical leave may be as long as 12 months. The goal of taking a medical leave is to ensure that

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a medical leave of absence, a student should contact their lender regarding repayment obligations that may arise as a result of their leave. The student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a medical leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a medical leave has an impact on their visa status.

If active in coursework at the time of the leave, the student will be removed from all coursework and the last date of attendance will be used to determine financial responsibility following the Refund Policy. The student will receive a "W" in all active courses

## **Procedure**

### **Planning for a Medical Leave of Absence**

The exit process proceeds as quickly as possible to allow a student experiencing difficulties due to a medical condition to immediately step away from University life and receive the support they need:

The student should discuss a leave of absence with his or her Program Director/Chair and academic advisor to discuss program progression and implications.

The student's medical provider must submit the Request for Medical Leave of Absence form (<https://falcon.cuw.edu/formrepo/UploadedForms/RequestforMedicalLeaveofAbsenceForm.pdf>) directly to the Health & Wellness Committee that indicates the student's inability to continue enrollment as well as the expected duration for treatment. The Health & Wellness Committee is a three-person committee including the Assistant Vice President of Academics for Student Success, the Director of Financial Aid or Business Operations Manager, and the student's program director.

to begin classes, unless otherwise arranged. This allows the University sufficient time to review the appropriate materials as described below and re-enroll the student. Please note that taking a leave will likely result in an extension of the length of time in the program.

- If treatment was recommended at the time of the medical leave, the treating provider should complete a form certifying that the student is ready to resume academic and residential (if relevant) responsibilities, with specifications regarding any support or requested accommodations needed to ensure a successful return. A copy of this form can be found here (<https://falcon.cuw.edu/formrepo/UploadedForms/HealthRecommendationReturnMedicalLeave.docx>).
- The student must provide a brief statement when ready to return describing (1) the student's experience away from the University, including the activities undertaken while away, (2) the student's current understanding of the factors that led to the need for the leave, and the

## APPENDIX L

### School of Health Professions (SHP)

#### Leave of Absence Policy

**SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program will follow this policy INSTEAD of the policy located in the University Catalog.**

Students enrolled at Concordia University are anticipated and encouraged to maintain continuous enrollment every term from the time they matriculate until they graduate. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Students who do not maintain continuous registration for any reason should consult with a representative from the financial aid office, an academic advisor, and program director/chair, about whether to request a leave of absence. Students may not be granted a leave of absence if they are not in good academic standing per department policy.

#### **Definition A leave of absence**

A Leave of Absence (“leave”) is defined as a period of time when a student is not enrolled in classes but intends to re-enroll. During a leave, the student is not enrolled in any classes (at any point during the semester(s) in question).

A leave may be utilized for national service, career opportunities, or for personal or financial reasons (medical and mental health issues are covered under the Medical Leave of Absence Policy). Since certain academic programs, departments, or schools may have additional specific criteria for leave, a student considering a leave should consult his or her chair/director of the program in writing. A leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a leave of absence at any point during active course enrollment. For students not yet in a lockstep program (cohort model) a leave of absence granted within the withdrawal period will result in the student being withdrawn from all active coursework and W’s assigned for all enrolled coursework, resulting in no change to cumulative GPA. A leave of absence granted after the withdrawal period will result in grades earned in all enrolled coursework, affecting a student’s cumulative GPA; any incomplete coursework will receive no credit. A leave of absence is not retroactive and cannot be sought for a previous semester.

This policy may not be used in lieu of disciplinary action to address any violations of University or department rules, regulations, policies, or practices.

#### **Duration of Leave**

The duration of the leave generally will be a minimum of one academic semester to a maximum of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the current academic catalog.

**Implications of a Leave of Absence**

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a leave of absence, a student should contact his or her lender regarding repayment obligations that may arise as a result of their leave. A student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a leave has an impact on their visa status. Students on clinical placements and/or enrolled in cooperative programs need to speak with their respective programs to understand the impact of a leave of absence.

## **APPENDIX M**

### **Final Grade Appeal Policy**

**SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program use this policy INSTEAD of the policy located in the University Catalog.**

The determination of grades is the responsibility of the course instructor. Instructors are required to inform students, through the course syllabus at the beginning of each semester, of the grading criteria for assignments and all grading policies. Instructors must apply all grading criteria uniformly and in a timely manner. A final grade is defined as the grade recorded on the student's academic record by term for each course. Final grades submitted to the Registrar's Office are presu3 ( )] Td ai a10 (g

writing, relevant evidence that supports the argument that the final grade was assigned incorrectly, based on the criteria established in the Grounds for Final Course Grade

**Appeal section.**

The student appeal will be reviewed and a decision will be given to the student in writing within five (5) business days of receiving the student's appeal, and a written record of the decision and its basis must be shared with the instructor. The decision of the department chair/director or committee is final unless noted in a department's specific policy.









is unable or unwilling to follow the standards for professional social work set forth by the profession. The following is not all inclusive and is subject to amendment. Failure to comply with these professional standards will result in a *student review*

Demonstrates ability to write effectively in records

Shows command of the English language

Abides by University standards (e.g., plagiarism, cheating, AI (like ChatGPT, Google Bard, Microsoft Bing/Copilot, etc) falsifying documents)

Demonstrates usability (de)2c 86t ea-2.90 (l)ty tk-9.90 (i)sk-9.9.6(ve)4.7vei